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ABSTRACT

This manual was developed as a resource to assist local educational agencies (LEAs) in conducting assessment of special needs students in Missouri. The six chapters of the manual contain basic information on the following topics: (1) legal requirements in assessment, (2) screening/referral, (3) multidisciplinary evaluation, (4) diagnostic report writing, (5) program planning and evaluation, and (6) assessment of the disadvantaged. The manual takes a holistic approach to assessment, suggesting the use of all available information and data in order to determine appropriate placement, curriculum, instruction, support services, and resources. The manual explains the assessment process from both the special education and vocational education perspectives and illustrates the relationship to each other of the information and data needs of both. Appendixes to the guide contain a sample letter to parents, informal assessment instrument samples, samples of special assessment summaries and special adjustment recommendations, and a list of resources in Missouri. (KC)

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Assessment: A Key To Appropriate Program Placement

Sandra Maxam
Manual Coordinator
Instructor

Arden Boyer-Stephens
Instructor

Marvin Alff
Research Assistant

Department of Special Education
and
Department of Practical Arts and Vocational-Technical Education

University of Missouri-Columbia
College of Education
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INTRODUCTION

ASSESSMENT

Assessment is the process of assessing a student's abilities, attitudes, interests, academic, vocational and independent living skills over a long period of time for the purpose of planning an appropriate educational program which will assist the student in achieving functional skills that will serve the student well once they leave an educational institution. It includes assessment needed for special education purposes as well as vocational assessment. It is the long range assessment which takes place throughout the educational program of handicapped and disadvantaged students and continues into the secondary program to specifically include vocational assessment to better place and vocationally train the student.

Assessment is the gathering of information and data to assist educators and parents in preparing the educational program for special needs students. The information and data are collected by various individuals usually called the multidisciplinary team. The multidisciplinary team includes individuals such as the school examiner, various teachers, resource personnel, counselors, and specialists. Most information is gathered on an informal basis and then supplemented with formal assessment data when necessary.

A major purpose of assessing a student is to determine their level of mastery of functional skills. Functional skills are those competencies which assist students in successfully functioning in their environment. Functional skills should be an integral part of every student's curriculum and should certainly be a part of the individualized education program (IEP) for handicapped students. Therefore, it is necessary to determine the skills which have already been mastered and to determine additional skills which need to be mastered. Information and data from assessment assist in making that determination. Once that determination has been made, the IEP team can better develop appropriate goals, objectives and support services needed by the student.

A direct result of planning a quality program will be better curriculum and improved instruction. The Life Centered Career Education (LCCE) competency-based curriculum is an example of curriculum which can offer improved instruction. LCCE is a competency-based curriculum designed to increase functional skills. The LCCE curriculum provides basic independent living skills instruction such as daily living skills, personal-social skills, and occupational guidance and preparation. It can be used to assess mastery of basic functional skills.

Other competency-based curriculums with which Missouri educators should be familiar are the Entry Level Skills Criteria (ELSC) and the Vocational Instructional Management System (VIMS). Entry level skills instruction provides students with entry level skills needed to enter a vocational training program. These prevocational skills provide the student with some basic information prior to the program and better enable the student to successfully complete the program. An example would be a student entering the building trades program. An entry level skill that would be

useful would be the entry skill "to read a ruler to 1/16 of an inch." Obviously, a student mastering that particular entry level skill would be more likely to master the vocational exit skill or competency "measure and cut lumber to exact specifications." VIMS is a competency-based vocational curriculum which is developed by vocational instructors using various resources to determine a set of competencies (duties and tasks) from which they teach. The student competencies are appropriate vocational goals and objectives for IEPs.

Assessment will assist educators and parents in determining what functional skills need to be included in a student's IEP and will assist in the identification of what support services, curriculum modifications or specialized resources are needed to plan a realistic and meaningful educational program.

PURPOSE OF THE MANUAL

Local educational agencies (LEAs) have been mandated by legislation to conduct assessment for special needs students for various reasons, all of which will be outlined in this manual. The manual was developed as a resource to assist LEAs in conducting assessment of special needs (handicapped and disadvantaged) students in Missouri and contains the basic information on the following topics:

1. Legal Requirements in Assessment
2. Screening/Referral
3. Multidisciplinary Evaluation
4. Diagnostic Report Writing
5. Program Planning and Evaluation
6. Assessment of the Disadvantaged

The philosophy which guided the development of this manual is the wholistic approach to assessment. In order to assess a student, *all* available information and data must be considered in order to determine appropriate placement, curriculum, instruction, support services and resources. Assessment is accomplished when thorough, complete, comprehensive and accurate information and data are collected and evaluated from the wholistic approach, considering long range planning, including vocational training implications.

Assessment is the collection of information and data which are generated from screening and referral procedures for handicapped and disadvantaged students and which ultimately includes vocational assessment, either informal or formal as distinguished within this manual. The purpose of this manual is to explain the assessment process from both the special education and vocational education perspective and to illustrate the relationship between the information and data needed by both.

CHAPTER I. LEGAL REQUIREMENTS IN ASSESSMENT

Two major pieces of legislation govern assessment for students enrolled in special education programs in local education agencies. They are the Education of All Handicapped Children Act, P. L. 94-142, and the Carl D. Perkins Vocational Education Act, P. L. 98-524. A third piece of legislation, The Family Educational Rights and Privacy Act, P. L. 93-380, gives guidelines as to the confidentiality of student assessments and results.

PUBLIC LAW 94-142

P. L. 94-142 defines and interprets assessment as "procedures used...to determine whether a child is handicapped and the nature and extent of the special education and related services: that the child needs. The term means procedures used selectively with an individual child and does not include basic tests administered to or procedures used with all children in a school, grade, or class" (*Federal Register*, Tuesday, August 23, 1977). All testing materials used must be selected and administered so that they do not racially or culturally discriminate against the child.

The following minimum guidelines regarding assessment procedures have been provided in P. L. 94-142 procedures:

1. Must be provided and administered in the child's native language, if feasible, or any other method of communication.
2. Must be valid for the specific purpose for which they are used.
3. Must be administered by trained personnel and as described by the procedure.
4. Must be designed to assess specific areas of educational need and not just general intelligence.
5. Must accurately reflect the child's aptitude and achievement level and not reflect the child's impairment.
6. Must be used jointly. No single procedure is used for determining educational placement.
7. Must be administered by a multidisciplinary team.
8. Must assess the child in all areas related to the disability. This should include, when appropriate, health, vision, hearing, social and emotional status, general intelligence and adaptive behavior, academic performance, communicative status, and motor abilities.

PUBLIC LAW 93-380

The Family Rights and Privacy Act of 1974, (the Buckley Amendment) addresses confidentiality of school records and the release of school records. This Act and the regulations to implement it apply to any agency or institution which either receives funds directly from the Office of Education or which has students in attendance who receive funds from the Office of Education (College Work Study program, Supplemental Opportunity Grants program, National Direct Student Loan program, Guaranteed Student Loan program, or Basic Educational Opportunity Grant program funds). P. L. 93-380 requires the following procedures:

1. Parental/guardian permission must be obtained prior to the assessment.
2. Parent(s)/guardian(s) have a right to see the results and have them interpreted or explained.
3. When appropriate, the student should be involved in the discussion of assessment and/or the information explaining the results.
4. If a parent/guardian or student, age 18 or older, asks to view their records, the educational institution has no more than 45 days in which to reply to this request.
5. Assessment information can be released to other educational institutions without approval, as long as these results are used for the purpose of educational relevance.

PUBLIC LAW 98-524

Vocational education, like special education, is governed by federal laws. As laws are passed or amended, changes occur in the services and programs that may be offered. Vocational schools, or districts which have vocational schools, must follow current mandates, if they accept any federal funds under the law. State funds are also tied to certain mandates. These mandates, whether federal or state, must be followed by area vocational-technical schools, comprehensive high schools which offer vocational training, postsecondary vocational-technical schools, propriety schools or any other vocational training program which accepts federal funds.

In Missouri, vocational training at the secondary level usually occurs at an area vocational-technical school or within a comprehensive high school. A student eligible for vocational classes is usually 16 years old or has junior standing. However, handicapped and disadvantaged students who are 15 or who have not yet been classified as juniors, can enter vocational training under an "Early Entry" program. Whenever this occurs, there must be documentation to support the need for the student to enter a class "early" and vocational goals and objectives must be clearly specified on an IEP or an IVEP (individualized vocational education plan, utilized for disadvantaged students).

Currently, any vocational-technical school which receives monies from the Carl D. Perkins Vocational Education Act signs an assurance agreement. The Division of Vocational and Adult Education, Department of Elementary and Secondary Education, has developed a *Vocational Planner's Guide* (1986) which provides for the implementation of the Carl Perkins Act in Missouri. Some of the assurances that have an impact for student program planning are:

1. Notification of vocational education offerings and their requirements for entry no later than the beginning of ninth grade (students and parents to be notified);
2. Equal access to handicapped and disadvantaged students in recruitment, enrollment, and placement;
3. Equal access to the full range of vocational programs;
4. Results of interests, abilities, and special needs assessment used to assist in formulating a realistic vocational plan;
5. Vocational education as a component of the IEP for handicapped students and an individualized vocational education program (IVEP) for disadvantaged students, when appropriate, and planned through a coordinated effort by appropriate vocational and special education representatives;
6. Specialized services such as adaptation of curriculum, instruction, equipment, and facilities designed to meet the student's needs as identified through the student assessment process; emphasis will be placed on mainstreaming in regular programs using such strategies as resource personnel, supplemental staff, resource materials, basic skills instruction, and equipment;
7. Guidance, counseling and career development activities will be conducted by professionally trained counselors;
8. Transition from school to work will be facilitated through guidance and counseling services.

Staff who may be funded to provide these special services include professionally trained counselors, vocational resource educators (VREs), basic skills instructors, supplemental professional teachers, vocational teacher aides, vocational assessment specialists, and clerical staff. These individuals are staff assigned primarily to the area vocational-technical school, community college, or vocational component of a comprehensive high school. Selected staff may travel to sending schools to coordinate services. They do not, however, relieve sending schools from their responsibilities of program planning.

The Carl D. Perkins Vocational Education Act, P. L. 98-524, requires that LEAs assure assessment of the interests, abilities and special needs of all handicapped and disadvantaged students enrolled in vocational education programs with respect to their successfully completing the vocational program (Federal Register, Friday, August 16, 1985).

To determine that this assurance has been met, the Department of Elementary and Secondary Education, Division of Vocational and Adult Education offers the following guidelines:

1. Identify at what stage of preparation the student is currently (vocational awareness, exploration, or preparation).
2. Identify the occupational area(s) in which the student has interest, aptitude and ability.
3. Identify what particular learning requirements (special needs) will need to be met if the student is to succeed in a specific vocational program.
4. Identify a tentative job title, potential employment outcome or post-school goal for the student that would lead to an appropriate vocational program placement.

In Missouri this evaluation usually occurs prior to enrollment in vocational-technical education programs. LEAs receiving funding from the Carl D. Perkins Vocational Education Act have the responsibility for evaluations of special needs students enrolled in vocational education programs. All evaluation data available on a student should be utilized to make the evaluation a comprehensive and cooperative effort. The results of the vocational assessment (for handicapped students) are to be incorporated into the diagnostic summary and used in developing the IEP at the student's secondary school. For the disadvantaged student the assessment information is kept as part of the permanent record.

Some vocational schools have Vocational Assessment Units or Vocational Evaluation Labs/Centers. These units are very helpful in obtaining additional information on a student's vocational interests and skills. However, many school districts do not have access to a formal vocational assessment. In these cases, informal assessment is usually performed at the home school to determine the vocational interests, skills and special learning needs of students.

Figure 1.1 designates different levels of assessment that can be performed by various personnel.

The three levels of assessment are:

Level I The review of all information currently available for helping a student plan to become a worker.

Level II Teacher and counselor administered instruments in such areas as career maturity, job readiness, self-rating forms, interests, aptitudes, and work-related behaviors.

Level III Comprehensive vocational assessment which occurs in a vocational evaluation laboratory and is administered by a specialist in vocational assessment (North Dakota, 1984).

Figure 1.1 Obtaining Assessment Data

LEVEL/ RESPONSIBILITY	INTERESTS	ABILITIES	SPECIAL NEEDS
I SPECIAL EDUCATION TEACHER (HANDICAPPED) COUNSELOR (HANDICAPPED & DISADVANTAGED) REPRESENTATIVE FROM VOCATIONAL SCHOOL, I.E., VRE, INSTRUCTOR, COUNSELOR (HANDICAPPED AND DISADVANTAGED)	1. Interview student 2. Interview parents 3. Input from other teachers 4. Observation of student interest in different units presented by all his/her teachers. Pay special attention to units on career activities 5. Review permanent record for indicators (choice of classes, etc.)	1. Interview student 2. Interview parent 3. Input from teachers in areas related to interests and abilities for the occupation (i.e., woodworking and math teachers for interest in building trades) 4. Review permanent record for indicators (grades, etc.) 5. Informal aptitude rating scales	1. Interview student 2. Interview parent 3. Input from all other teachers on workable modifications/reinforcers. 4. Review permanent record for indicators (behavior contracts used, modifications, etc.)
II SPECIAL EDUCATION TEACHER (HANDICAPPED) COUNSELOR (HANDICAPPED & DISADVANTAGED) REPRESENTATIVE FROM VOCATIONAL SCHOOL I.E., VRE, INSTRUCTOR, COUNSELOR (HANDICAPPED AND DISADVANTAGED)	1. All information from Level I 2. Formal interest inventories (self-directed search, MOVIEW, etc.)	1. All information from Level I 2. Formal aptitude tests (ASVAB, GATB, DAT, etc.)	1. All information from Level I 2. Formal inventories for learning styles, career maturity, motivation, etc.
III VOCATIONAL EVALUATION SPECIALISTS (HANDICAPPED & DISADVANTAGED)	1. Review all information from Levels I and II 2. Standardized/formal interest surveys	1. Review all information from Levels I and II 2. Standardized testing for aptitude, dexterity, perceptual skills with use of work samples	1. Review all information from Levels I and II 2. Formal observation/ testing of learning curves, reinforcers, motivation, work readiness, learning needs, etc.

Assessment results of students on any "Level" and in any area should be incorporated into the diagnostic summary of a handicapped student, and be easily accessible in the permanent record of a disadvantaged student. These records help teachers and counselors to obtain a current profile of the student's strengths and weaknesses. When looking at assessment information from a vocational standpoint, it is imperative that a team approach is used, involving the teacher, counselor and a representative from the vocational school. This representative can relay the entry skills needed for various classes, and help the team decide on appropriate placement. When a formal Level III evaluation is done, the information gained must be included in the diagnostic summary, but can stand alone in the permanent record of a disadvantaged student.

A word of caution: certain tests must be administered by persons with certain qualifications/certifications. Special education teachers, counselors and vocational evaluation specialists have different requirements that must be met for certification through the Department of Elementary and Secondary Education. When in doubt as to qualifications/certifications for assessment, contact the Department of Elementary and Secondary Education for clarification.

CHAPTER II. SCREENING AND REFERRAL

IDENTIFYING A LEARNING PROBLEM

All teachers and counselors are involved in ongoing assessment of their students' learning and development. Classroom teachers are generally the first to notice if a child is having difficulty with learning. When problems occur, the teacher should document those problems, and try to analyze them. Gathering information from others can help the teacher to clearly identify the problem(s) and develop strategies to help the child overcome these barrier(s). Persons of most help in this process may include:

Counselors

1. Shed light on the student's background (permanent record).
2. Help develop behavior management plans.
3. Intervene with counseling for the child.
4. Help facilitate parent involvement.
5. Talk to student about the problems.

Parents

1. Provide a comprehensive background of the child's developmental growth.
2. Provide information on behavior patterns when the child is out of school.
3. Provide medical history.
4. Help develop strategies to aid the child.
5. Determine if child is receiving services from community agencies and if those agencies need to be involved in planning.

Special Education Teachers

1. Provide informal help in determining appropriate strategies for intervention.
2. Provide information on special education eligibility requirements.

Building Administrator or Designee

1. Relate procedures for referral for screening.
2. Provide information on existing special education programs.

If a classroom teacher suspects a learning problem, he/she must try various intervention strategies with the child, before referring him/her for Special Education Evaluation.

In order to develop effective intervention strategies, the teacher must have sufficient information on the behavior that is interfering with learning. The following types of information should be documented:

1. The specific behavior(s) stated in measurable terms (including frequency and duration).

   Example: John has failed the last three tests in math which covered beginning use of decimals.

2. The methods of presentation used both when the student succeeded and when he/she failed.

   Example: John was passing math tests of basic addition, subtraction, multiplication and division with similar presentation of material.

3. The method of response of the student.

   Example: John passed math tests of basic skills when allowed to use a calculator on tests.

4. Any environmental factors which may contribute to the student's success or failure.

   Example: Other classmates have begun teasing John about failing the tests.

5. Any events which occur prior to or immediately after the performance of success or failure at a task.

   Example: Prior to decimals, John completed math tests early. On the last three tests, he was not able to complete the entire test, usually leaving 2-4 questions unanswered.

With the information provided above and additional information gathered from the counselor, parents and the special education teacher, effective intervention strategies for this student could be developed and implemented. Some examples might be:

1. Provide extra tutoring time (before class by teacher, with another student, etc.).
2. Provide parents with additional worksheets to do at home.
3. Analyze test items to determine specific concept problems.
4. Allow more time for tests.
5. Give shorter tests more often.
6. Watch John use the calculator and correct position of decimal places.
7. Work with counselor to develop class activities on respect/support for classmates.

The teacher should allow sufficient time with the modifications to determine their effectiveness. If the student's performance has improved at the end of this time, congratulations are in order for the teacher. However, if performance is still inadequate, then the teacher follows the school's procedure in referring the child.

SCREENING

The purpose of screening is to identify a child who *may* have a suspected handicapping condition. Using systematic and varied procedures, the screening team identifies individuals who need in-depth evaluation and diagnosis. The screening results are utilized by a multidisciplinary team to develop appropriate evaluation plans. Screening only identifies a *POSSIBLE* handicapping condition(s). The minimum members of the screening team would consist of a building principal or designee, a special education teacher and the classroom teacher.

SCREENING PROCESS

Seven (7) areas of functioning are reviewed by the screening team. They are:

1. Health (including motor development and need for Adaptive Physical Education)
2. Vision
3. Hearing
4. Speech and Language
5. Intellectual/Adaptive Behavior
6. Social/Emotional
7. Academics/Prevocational/Vocational

The screening process can be equated with a Level I Assessment (see Chapter 1 for definitions of assessment levels). It is simply reviewing all current information available on a student. For each of the seven areas, information is obtained from appropriate personnel, including:

1. School nurse (medical)
2. Parent (information in all areas)
3. Counselor (test information in permanent record)
4. All teachers of student (observation, progress, alternate strategies used, etc.)
5. Student

Figure 2.1 shows some general considerations for screening and evaluations. In each area of functioning, if the student demonstrates deficiencies, these deficiencies may have an impact on the student's ability to succeed in certain career fields.

Figure 2.1

GENERAL CONSIDERATIONS FOR SCREENING AND EVALUATION

Level	Health	Vision	Hearing	Speech & Language	Intellectual/ Adaptive Behavior	Social/ Emotional	Academic/Pre-vocational/Vocational
ELEMENTARY LEVEL	Adequate stamina, motor development, etc., for age and normal life activities	Adequate vision, with or without correction for normal life activities	Adequate hearing, with or without correction for normal life activities	Adequate verbal and written communication skills for age and normal life activities	On grade level in development and progress, or able to compensate with alternate educational strategies	Appropriate behavior in various life activities	Basic academic skills for grade level, including 1. daily living skills 2. awareness of the world of work 3. development of positive work habits
JUNIOR HIGH LEVEL	Adequate stamina, motor development, etc., for age and normal life activities	Adequate vision, with or without correction for normal life activities	Adequate hearing, with or without correction for normal life activities	Adequate verbal and written communication skills for age and normal life activities	On grade level in development and progress, or able to compensate with alternate educational strategies	Appropriate behavior in various life activities	Basic academic skills adequate for grade level, including: 1. daily living skills 2. positive work habits 3. realistic assessment of vocational abilities limitations 4. knowledge of various job requirements 5. exploration of interest areas 6. knowledge of eligibility requirements for vocational programs available (by 9th grade) 7. Four year plan - long range realistic vocational planning
SENIOR HIGH LEVEL	Adequate stamina, motor development, etc., for age and normal life activities	Adequate vision, with or without correction for normal life activities	Adequate hearing, with or without correction for normal life activities	Adequate verbal and written communication skills for age and normal life activities	On grade level in development and progress, or able to compensate with alternate educational strategies	Appropriate behavior in various life activities	Basic academic skills adequate grade level, including: 1. daily living skills 2. realistic assessment of vocational abilities & limitations 3. tentative vocational decisions a. vocational classes b. work experience c. college prep. classes 4. consideration of transition from school to work needs

As the student progresses, prevocational and vocational information become more and more important. At the junior and senior high levels, the mandates of P. L. 98-524, the Carl D. Perkins Vocational Education Act, come into focus in terms of assessing the student's "abilities, interests and special needs". At these grade levels (9-12), the need for the use of a Level II Assessment may be necessary. If there is no information available on abilities or interests of a child, then the counselor or other qualified personnel may need to administer appropriate assessment instruments in these areas. At the ninth grade level, it is important to ascertain that the student is aware of vocational programming available to him/her at the senior high level. A sample notification letter to accomplish this mandate can be found in Appendix A.

The screening team examines all of the information available and can make any of the following recommendations:

1. No evaluation is necessary.
2. To continue systematic observation or successful intervention strategies; no evaluation necessary at present.
3. Additional intervention strategies.
4. Acquisition of a medical or psychological assessment.
5. Need for medical care.
6. Multidisciplinary evaluation.
7. Single disciplinary speech/language evaluation.

For more detailed information on how to screen each of the seven areas, please refer to the *Resource Guide for Special Education Vol. 1-B: Identification and Initial Programming*, pp. 15-30.

DEVELOPING AN EVALUATION PLAN

Figure 2.2 shows the process of developing an Evaluation Plan. The multidisciplinary team goes through the following five steps in developing the plan:

1. Reviews all of the screening information in each of the seven areas.
2. Determines what area(s) need further evaluation (Figure 2.1 may be helpful in determining information needed for prevocational or vocational levels of performance).
3. Determines the specific data collection procedures to use. (Interviews, observation of behavior, informal or formal techniques, standardized tests).
4. Determines persons responsible for administering the selected procedures. These persons must be trained or certified if the assessment instrument calls for specific qualifications (see Chapter II).

This same procedure should be used for re-evaluation of students, as well as for initial referrals to Special Education Services.

Figure 2.2

EVALUATION PLAN

Student:_____ Date:_____ District:_____

Specialist who will observe:_____
(Name and Title)

AREAS OF INVESTIGATION	CURRENT SCREENING INFORMATION (WHAT WE KNOW) BASED ON SCREENING SUMMARY CHECK ONE:	ADDITIONAL INFORMATION NEEDED (WHAT WE NEED TO KNOW)	DATA COLLECTION PROCEDURES (HOW WE WILL FIND OUT)	(TEAM MEMBER ASSIGNED TO) ADMINISTER PROCEDURES
VISION	☐ no problem suspected-stop ☐ problem suspected-proceed			
HEARING	☐ no problem suspected-stop ☐ problem suspected-proceed			
HEALTH (including motor development and need for Adaptive Physical Education)	☐ no problem suspected-stop ☐ problem suspected-proceed			
INTELLECTUAL-COGNITIVE (including Adaptive Behavior)	☐ no problem suspected-stop ☐ problem suspected-proceed			
ACADEMICS (including Prevocational and/or Vocational)	☐ no problem suspected-stop ☐ problem suspected-proceed			
SPEECH AND LANGUAGE	☐ no problem suspected-stop ☐ problem suspected-proceed			
SOCIAL/EMOTIONAL/BEHAVIORAL (Environmental)	☐ no problem suspected-stop ☐ problem suspected-proceed			

As stated under the Screening section, the older a student is, the more vital is the acquisition of prevocational and vocational information. The most opportune time for a Level III, or formal vocational assessment is during this evaluation or re-evaluation period, if the district has access to a vocational evaluation unit, usually referred to as an assessment center or vocational evaluation lab. These units are usually operated by the area vocational-technical school. However, if the school district does not have a unit accessible, a Level I or Level II vocational assessment can be viable. It is important to remember that HEALTH, VISION, HEARING AND OTHER MEDICAL ISSUES SHOULD BE RESOLVED PRIOR TO ANY FURTHER ASSESSMENT, as these areas can influence accurate assessment in all other areas. Also, IMPAIRED SENSORY, MANUAL AND SPEAKING SKILLS can influence assessment results. Appropriate instruments and modification techniques are explained in-depth in the following volumes prepared by the Department of Elementary and Secondary Education:

Resource Guide for Special Education
Vol. II-A Speech and Language Disorders
Resource Guide for Special Education
Vol. II-B Hearing Impaired
Resource Guide for Special Education
Vol. II-C Visually Impaired
Resource Guide for Special Education
Vol. II-D Physically Handicapped or Other Health Impaired

After the evaluation plan has been developed, the parents must be made aware of and agree to allow the district to assess their child. *The NOTICE and CONSENT FOR INITIAL EVALUATION are required for an initial evaluation. For a re-evaluation, the NOTICE OF INTENT TO REEVALUATE is all that is necessary.* Each notice must include the following items:

1. A description of the action proposed and why.
2. A description of any options considered and why rejected.
3. A description of evaluation procedures, tests, records or reports used as a basis for the action.
4. Other relevant factors considered.
5. A full explanation of all rights.

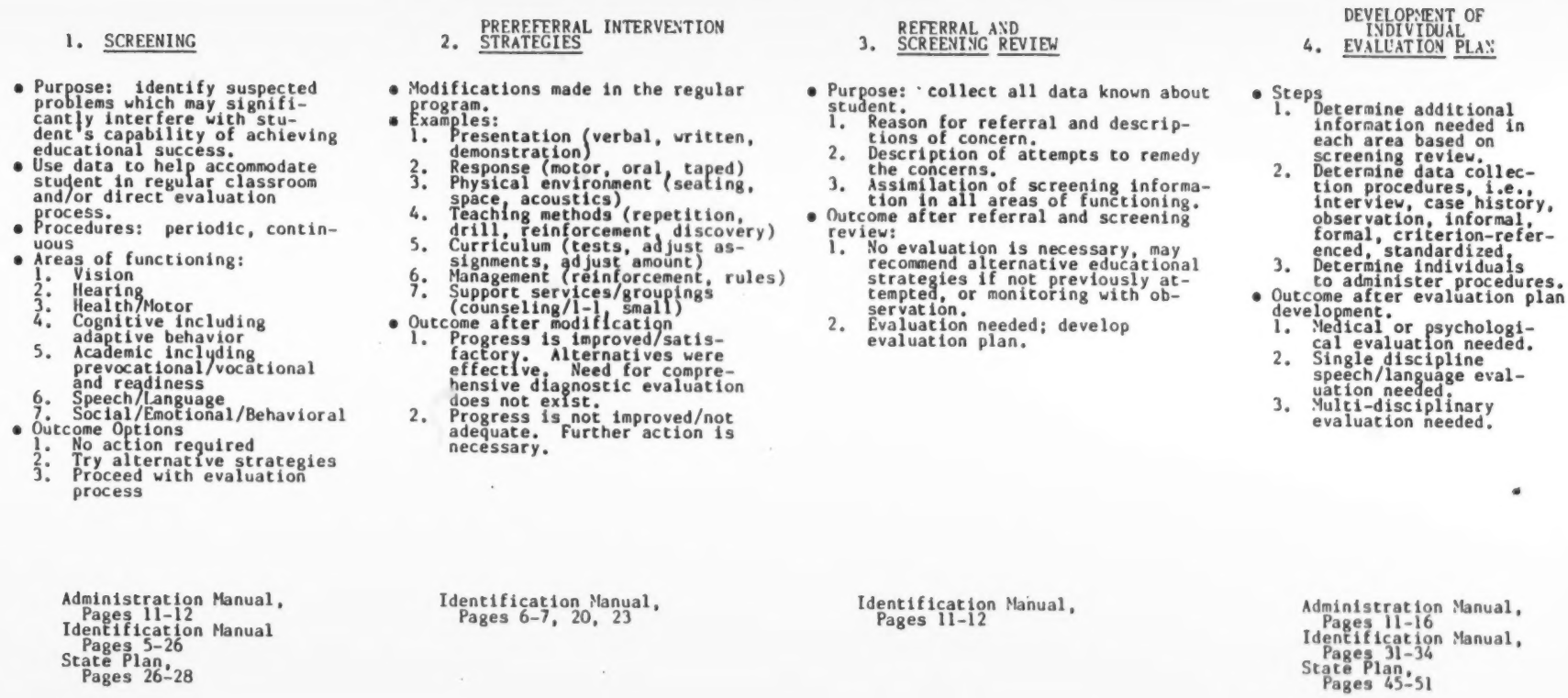
In addition, written evidence that appropriate notice was provided and that the parent understands must be maintained. All parts of the evaluation must be completed in 30 days after receiving the initial consent to evaluate (Resource, 1983). For more in-depth information about the evaluation process, please refer to the *Resource Guide for Special Education, Vol. 1-B: Identification and Initial Programming*, pp. 31-79.

The results of an evaluation fall under the Family Educational Rights and Privacy Act (see Chapter 1) and are confidential. However, parents have a right to review and obtain this information as stated in the Notice to Evaluate and Consent for Initial Evaluation. As noted in Chapter I, educational institutions DO NOT need approval to share information if it is for the purpose of educational planning. This is critical, especially for the student entering vocational programming in an area vocational-technical school. Information that special education personnel have

accumulated regarding the student's educational level and needs, must be shared with vocational school personnel so the student can benefit from appropriate programming and services of the vocational class.

Figure 2.3, Steps 1-5 summarizes the major points of this chapter on Screening and Referral. Chapter III will begin with Step 6 of this chart.

Figure 2.3 Steps in the Special Education Process


1. SCREENING
• Purpose: identify suspected problems which may significantly interfere with student's capability of achieving educational success.
• Use data to help accommodate student in regular classroom and/or direct evaluation process.
• Procedures: periodic, continuous
• Areas of functioning:
1. Vision
2. Hearing
3. Health/Motor
4. Cognitive including adaptive behavior
5. Academic including prevocational/vocational and readiness
6. Speech/Language
7. Social/Emotional/Behavioral
• Outcome Options
1. No action required
2. Try alternative strategies
3. Proceed with evaluation process
Administration Manual, Pages 11-12
Identification Manual Pages 5-26
State Plan, Pages 26-28
2. PREREFERRAL INTERVENTION STRATEGIES
• Modifications made in the regular program.
• Examples:
1. Presentation (verbal, written, demonstration)
2. Response (motor, oral, taped)
3. Physical environment (seating, space, acoustics)
4. Teaching methods (repetition, drill, reinforcement, discovery)
5. Curriculum (tests, adjust assignments, adjust amount)
6. Management (reinforcement, rules)
7. Support services/groupings (counseling/1-1, small)
• Outcome after modification
1. Progress is improved/satisfactory. Alternatives were effective. Need for comprehensive diagnostic evaluation does not exist.
2. Progress is not improved/not adequate. Further action is necessary.
Identification Manual, Pages 6-7, 20, 23
3. REFERRAL AND SCREENING REVIEW
• Purpose: collect all data known about student.
1. Reason for referral and descriptions of concern.
2. Description of attempts to remedy the concerns.
3. Assimilation of screening information in all areas of functioning.
• Outcome after referral and screening review:
1. No evaluation is necessary, may recommend alternative educational strategies if not previously attempted, or monitoring with observation.
2. Evaluation needed; develop evaluation plan.
Identification Manual, Pages 11-12
4. DEVELOPMENT OF INDIVIDUAL EVALUATION PLAN
• Steps
1. Determine additional information needed in each area based on screening review.
2. Determine data collection procedures, i.e., interview, case history, observation, informal, formal, criterion-referenced, standardized.
3. Determine individuals to administer procedures.
• Outcome after evaluation plan development.
1. Medical or psychological evaluation needed.
2. Single discipline speech/language evaluation needed.
3. Multi-disciplinary evaluation needed.
Administration Manual, Pages 11-16
Identification Manual, Pages 31-34
State Plan, Pages 45-51

5. NOTICE AND CONSENT FOR EVALUATION

- Includes
  1. Description of evaluation proposed and explanation of reason for evaluation.
  2. Description of options considered and rejected.
  3. Description of information indicating need to evaluate including screening results, student/teacher records, results of alternative educational intervention or required three year reevaluation.
  4. Description of other relevant factors.
  5. Description of parents rights/procedural safeguards.
  6. Written evidence of notice/consent to parents.

Identification Manual,
Pages 34-35
State Plan,
Pages 34-41
Notice and Consent Guidelines

6. EVALUATION

- Purpose:
  1. Determine existence, nature, extent of handicapping condition.
  2. Provide detailed information on student's current functioning to develop an individual education plan tailored to needs of student.

DIAGNOSTIC STAFFING CONFERENCE

- Purpose: Examine findings, identify student's strengths, weaknesses, educational needs, and formulate a diagnosis of handicap, if one exists.
- Structure
  1. Present problem, reason for referral and evaluation.
  2. Review background information.
  3. Report and interpret results of individually administered evaluation procedures.
  4. Discuss all evaluation findings as a team.
  5. Determine strengths, weaknesses.
  6. Determine educational needs.
  7. Formulate diagnosis using eligibility criteria.
- Completed within thirty (30) days after parental notice/consent for evaluation.

Administration Manual,
Pages 11-16
Identification Manual,
Pages 31-71, 98-109
State Plan,
Pages 45-51, A-11/A-19

7. DIAGNOSTIC SUMMARY

- Written synthesis of all information in seven areas of functioning.
- Reflects total functioning of student rather than listing isolated pieces of information.
- Information from areas of functioning provides basis for the present level of performance and goals and objectives.
- Includes:
  1. Existence and nature of handicapping condition.
  2. Basis for determination (using eligibility criteria).
  3. Relevant behavior (observation).
  4. Relationship of behavior to academic functioning.
  5. Educationally relevant medical findings.
  6. Effects of environmental, cultural, or economic disadvantage.
  7. Team members signatures agreeing to conclusion or attached disagreement.

SINGLE DISCIPLINE DIAGNOSTIC SUMMARY

- Includes:
  1. Review of screening information in all seven areas of functioning.
  2. Review and interpretation of evaluation information.
  3. Synthesis of all screening and evaluation information leading to:
     a. statement of existence and nature of handicapping condition (diagnosis).
     b. basis for determination of diagnosis using eligibility criteria
     c. description of strengths and weaknesses to form present level of performance.
- Conclusion options:
  1. No handicap exists. Recommend appropriate non-special education instruction.
  2. Handicap exists, proceed with IEP development.

Identification Manual,
Pages 38-39
State Plan,
Page 51

8. IEP DEVELOPMENT

- IEP Team
  1. Representative of LEA (qualified to provide and supervise provision of special education, other than teacher).
  2. Student's teacher(s).
  3. Parent(s).
  4. Student, when appropriate.
  5. Other individuals at parent or school discretion.
  6. Someone knowledgeable about evaluation procedures and able to interpret results for initial evaluation.
- Major Components
  1. Present level of performance developed from diagnostic summary information, narrative of strengths and weaknesses in areas of functioning.
  2. Goals and objectives-based upon information in present level of performance.
  3. Evaluation criteria, procedures, schedules-specifies level of performance expected types of evaluation procedure to be used, and expected time line achievement.
  4. Provision of services-includes types of service to be provided (special education and related) and time spent in regular classroom.
  5. Dates of initiation and duration of services.
  6. IEP committee participants.
- Must be developed within thirty (30) days after student is determined to need special education and/or related services.

Administration Manual,
Pages 17-20, 21-30, 45-47
Identification Manual
Pages 81-96
State Plan
Pages 29-33, A-23/A-29

9. NOTICE AND CONSENT FOR PLACEMENT

- Includes
  1. Description of proposed placement and rationale.
  2. Description of placement options considered and reasons for rejection (documents least restrictive environment).
  3. Description of evaluation and IEP data used as a basis for proposed placement.
  4. Description of other relevant factors.
  5. Description of parent's rights/ procedural safeguards.
  6. Written evidence of notice/ consent to parents.

Identification Manual,
Pages 95-96
State Plan
Pages 34-44
Notice and Consent Guidelines

CHAPTER III. MULTIDISCIPLINARY EVALUATION

If the Screening Team determines that there is a suspected handicapping condition, an in-depth evaluation of the student will occur. The purpose of an evaluation is two-fold:

1. To determine the existence, nature and extent of the handicapping condition.
2. To provide detailed information on the student's current level of functioning in order to develop an individualized education plan to meet the student's needs (Resource, 1983).

It is very important that a multidisciplinary team be utilized when evaluating the student. By using individuals who are experts in their respective disciplines, thorough evaluation can be conducted. It is especially important to include the vocational evaluator or the vocational resource educator (VRE) on the multidisciplinary team when prevocational or vocational areas are being evaluated. LEAs that do have access to a vocational evaluator will be able to conduct a Level III assessment which is a comprehensive vocational evaluation. LEAs that do not have access to a vocational evaluator must utilize a Level I or II assessment.

LEVEL I ASSESSMENT

Level I is designed to provide a summary of pre-existing information about a student's abilities, level of functioning, and other pertinent facts. This level of assessment requires data collection and interpretation rather than additional testing. Besides the 7 areas of functioning identified in Chapter II, the minimum Level I assessment should include:

Informal Interview with the Student. The student is interviewed to determine his or her interest in vocational education and social competence or adaptive behavior related to performance in vocational education. The LEA may develop or use a structured interview form for this process. A teacher or counselor who has good rapport with the student may conduct this part of the assessment. A sample interview form is included in Appendix B.

Informal Conference or Interview with the Student's Parents (if the student is under 18). The parents should be interviewed to determine their career expectations for the student and to discuss their perceptions of the student's social competence or adaptive behavior as it relates to performance in vocational education. A sample format has been included in Appendix B.

Information from Significant Others. Significant others include counselors, social workers, therapists, teachers, etc.

Aptitude, Achievement, Interest Information. Minimum requirements in a Level I assessment of student aptitude, achievement, and interest are to review and

interpret existing data. The following are examples of test results available in many LEAs:

1. Aptitude - GATB (General Aptitude Test Battery)
   ASVAB (Armed Services Vocational Aptitude Battery)
   CAPS (Career Ability Placement Survey)
2. Achievement - WRAT (Wide Range Achievement Test)
   Key Math
   Brigance
3. Interest - Kuder
   Strong Campbell

Cumulative Records. The following types of information from cumulative records should be collected for use in decision-making: grades, group achievement and/or other test data, attendance, discipline records, and medical/health records.

LEVEL II ASSESSMENT

In some cases, after gathering all existing information about a special needs student, the team will not have sufficient data to make programming or placement decisions, nor to do long range planning. Level II assessment will be necessary at this point.

The objective of Level II assessment is to collect and interpret additional information about a student's vocational interests, abilities and aptitudes, including vocational awareness and work related behaviors. Obviously not all instruments should be administered to each student. If one instrument provides the adequate information for planning purposes, that should be the only instrument administered.

It is suggested that LEA staff members such as counselors, educational diagnosticians, or psychologists be responsible for collecting these kinds of data. However, if approved preservice or inservice training in the administration and interpretation of standardized instruments is offered to special needs personnel, teachers or other professionals, these persons may also conduct Level II assessments.

These instruments can be a valuable resource if they are carefully selected, properly administered, and accurately interpreted. Selection involves matching the student's skills (e.g., learning style, reading level, math level) with the demands of the test, and checking the instrument's reliability and validity. Some instruments are not valid and/or reliable for assessment of particular special needs populations. Learning styles inventories can be a valuable informal assessment instrument when used correctly even though their validity and reliability are not high. A sample inventory has been included in Appendix B.

Level II assessment data collection may also include use of work samples. Work samples are tasks or activities that simulate a specific job and are used to assess

skills, aptitudes, and abilities similar to those required in competitive employment situations. Work samples can be developed at the local level in vocational labs or classrooms to simulate jobs available in the community by individuals who have been trained. Guidelines for developing a worksample as well as an example of a locally developed worksample are included in Appendix B.

Exploratory vocational experiences may be arranged for Level II assessment, including:

1. Orientation to vocational programs using on-site visits.
2. Exploratory participation in one or more pre-vocational or vocational classes where the student has expressed interest.
3. Work activity for the school cafeteria, custodians, groundskeepers or other school-related work activity.
4. Work activity outside of the school setting (North Dakota, 1984).

LEVEL III ASSESSMENT

Formal vocational assessment centers can be found at many of the area vocational-technical schools or comprehensive high schools in Missouri. (See Appendix D for a list of vocational evaluation centers.) Other districts may decide to utilize the vocational evaluation services available through the Division of Vocational Rehabilitation. These services are usually provided by a rehabilitation facility and purchased by Vocational Rehabilitation. (Contact the Division of Vocational Rehabilitation for a listing of available facilities, eligibility requirements, etc.) Although formal vocational evaluation may be expensive, it is a valuable method for gathering information about a student's potential in various careers.

Formal vocational evaluation centers can provide the student with "hands-on" simulated work in the form of work samples (parts of real jobs) and other assessment tools. This aids most students in exploring interest areas, learning about their strengths and weaknesses, likes and dislikes, in a realistic, concrete manner. Academic skills (such as reading and math) are tied in with each work sample and students are able to perceive the need for these subject areas. Work behaviors are systematically observed and related to the world of work requirements.

A formal vocational evaluation is not always necessary. If the results from a Level I or Level II assessment can provide the team with enough information to make an appropriate vocational placement decision, then a Level III assessment is not warranted. However, if more information is desired/needed on interests, abilities, behaviors and special needs to make a more appropriate placement decision, then a Level III assessment is considered important and necessary.

As stated previously, most vocational evaluation centers will be located away from the student's home school. This fact alone necessitates an effective communication system between schools. A vocational evaluator will require as much information as is available on the student. All Level I and Level II assessment results should be sent to the evaluator in order to help the evaluator determine a plan of action with

the student. Of course, the results from the Level III evaluation should be returned to the home school for use in planning the student's IEP. Information which the vocational evaluator may need includes:

1. Demographic/Social information.
   - student name
   - address/phone
   - parent name
   - diagnosis
   - grade point average
   - attendance record
   - expressed interests
   - medical problems
   - current concerns
   - class schedule
2. Most current assessment results.
   - interests
   - aptitudes
   - behavior rating scales
3. Current diagnostic summary (should include most items in 1 & 2 above).
4. Questions the referring person has about the student.

All of this information can be released since the evaluator is a part of the educational system and the information is utilized for further educational planning (see Chapter I - Legal Requirements). A sample format for obtaining this information from sending schools can be found in Appendix C.

Once the evaluator has received all of the information previously identified, an evaluation plan is developed. Areas an evaluator would consider assessing are:

1. Interpersonal Skills
2. Personal Characteristics
3. Work Habits
4. Learning Style
5. Life Skills
6. Aptitudes and Dexterity
7. Interests
8. Achievement
9. Temperaments
10. Functional Capacities
11. Special Considerations/Services

After completion of the vocational evaluation, a report is usually written and returned to the home school. This process should be completed within 30 days. The results of the vocational evaluation should be incorporated into the students diagnostic summary and utilized to formulate the IEP. The vocational evaluator or vocational resource educator should be a member of the multidisciplinary team to help incorporate the results into the diagnostic summary and develop the vocational component of the IEP.

Although every district with a vocational evaluation center will differ in their times for evaluation and methods, the following are general procedures frequently utilized:

1. Student is interviewed by teacher, counselor, VRE or evaluator.
2. Referral form completed by teacher or counselor.
3. Days/times for the evaluation are determined.
4. Permission obtained from parents, if necessary; or proper notice is provided to the parent.
5. Student is transported to evaluation.
6. Evaluator gives feedback to student after evaluation is completed.
7. Report is written.
8. Report is reviewed by referring teacher or counselor with clarification given by evaluator or VRE.
9. Teacher, counselor, evaluator or VRE reviews report with parents. (This is sometimes done in a formal meeting with all present or done by the evaluator or VRE with the parents.)
10. Results are incorporated into the diagnostic summary. (Evaluator or VRE is present at the meeting.)
11. Results are used to write vocational goals into the IEP. (Evaluator or VRE is present at the meeting.)

CONTINUOUS EVALUATION

The current emphasis on competency-based instruction can be very helpful in the ongoing process of assessment and ultimately, instructing students. The Vocational Instructional Management System (VIMS) requires vocational teachers to use a list of competencies which students master in the course of their training. Knowledge of these competencies can help the multidisciplinary team determine appropriate placement for a student. They can also determine which competencies are the most important for a handicapped student to master and write these competencies into the IEP. Thus, a student is "mainstreamed" but working towards individualized goals in the mastery of specified competencies which will lead to job placement after graduation. VIMS also provides a means of objective ongoing assessment of progress, criterion referenced testing (CRT), while a student is enrolled in a vocational class. CRTs provide valuable information for refinement of specialized vocational programs. Such assessment information can be fed back into the IEP process.

Another management system can be helpful in assessing student abilities. The Entry Level Skills Criteria (ELSC) were developed by vocational educators and special educators in Missouri over a period of several years. Exit level skills were listed and corresponding entry level skills were developed. Students can be assessed in each entry level skill for any area of vocational training. Many formal vocational evaluation centers have developed worksamples for each program area, utilizing the entry level skills as the basic measurement content. Classroom teachers can also assess most of the skills for any program area through observation and informal assessment instruments, using the ELSC system. An ELSC Student Behavior Rating Form can be found in Appendix B.

DIAGNOSTIC STAFFING

The purpose of the diagnostic staffing is to provide evaluators and other individuals who have worked with a student the opportunity to meet together regarding that student. During the staffing the group examines findings for significant information. The diagnostic information is used to identify students strengths, weaknesses, education needs, and to formulate a diagnosis of a handicapping condition if one exists.

The participants in the diagnostic conference will vary from school to school. It is important that all individuals who can contribute significant information about the student's functioning should attend the staffing conference. The student's classroom teacher(s) should always participate. Parent participation in the diagnostic conference is valuable.

The school appoints a conference chairperson who will be responsible for arranging time and place of the conference, will serve as discussion leader, and will prepare the written summary of the conference. Any of the individuals representing various disciplines may serve as chairperson.

The student's home building is usually the best place to hold the diagnostic conference. A basic structure of the meeting should be:

1. Statement or problem and purpose of the conference.
2. Review of background information.
3. Report of each evaluator.
4. Discussion of findings.
5. Formulation of the diagnosis.
6. Writing the diagnostic report.
7. Scheduling the IEP meeting (Resource, 1983, p. 36).

The number of participants and specific participants attending each conference will vary with each individual evaluation. Persons responsible for administering evaluations should make every effort to attend. If they are unable to attend, a thorough report of findings and recommendations should be shared with the chairperson prior to the conference.

All information including any vocational assessment information should be interpreted through multidisciplinary team interaction in order to develop a picture of the total student.

When the multidisciplinary team arrives at a decision concerning the presence, nature, and extent of a handicapping condition(s), a written diagnostic statement is prepared. The diagnostic summary is a written synthesized analysis of all in-

formation. The diagnostic summary includes:

1. The existence and nature of a handicapping condition.
2. The basis for making the determination in accordance with the categorical eligibility criteria.
3. The relevant behavior noted during the observation of the student.
4. The relationship of that behavior to the student's academic functioning.
5. The educationally relevant medical findings, if any.
6. The determination of the team concerning the effects of environmental, cultural, or economic disadvantage.
7. Each team member indicates that the report reflects his/her conclusions. If it does not, the team member(s) in disagreement submits a separate statement (Resource, 1983, p. 39).

The team should complete the diagnostic conference within thirty (30) days from the date of the receipt of the parental permission to conduct the evaluation. From the date of the determination of the handicapping condition(s) there is an additional thirty (30) days allowed to develop the Individualized Education Program and to begin providing appropriate services.

CHAPTER IV. DIAGNOSTIC REPORT WRITING

SPECIAL EDUCATION REQUIREMENTS

Special education report writing takes the form of the diagnostic summary. The diagnostic summary is a written synthesized analysis of all intellectual, academic, behavioral, social/emotional, and physical (medical) status and capabilities as well as environmental influences upon the student. This summary reflects the total functioning of the student based upon all information collected. The diagnostic summary is to serve as the basis for the Individualized Education Plan (IEP) statement regarding present level of performance and subsequent goals and objectives. The diagnostic summary is an ongoing document. As new assessment information is obtained, that information should be incorporated into the diagnostic summary.

The diagnostic summary includes:

1. The existence and nature of a handicapping condition.
2. The basis for making the determination of that condition.
3. The relevant behavior noted during the observation of the student.
4. The relationship of that behavior to the student's academic functioning.
5. The educationally relevant medical findings, if any.
6. The determination of the team concerning the effects of environmental, cultural, or economic disadvantagement.
7. Each team member indicates that the report reflects his/her conclusions. If it does not, the team member(s) in disagreement submits a separate statement (Resource, 1983, p. 39).

It is important to incorporate career/vocational assessment results into the diagnostic summary. A sample format of a diagnostic summary has been included at the end of this chapter. The outline and basic components of the elementary diagnostic summary are the same as those which would be used for secondary students. In the secondary level diagnostic summary increased emphasis is placed on vocational assessment information and the inclusion of that information in the diagnostic summary.

LEVEL III VOCATIONAL ASSESSMENT REPORTS

The following is a detailed list of information which would generally be included in a Level III vocational assessment report. The information may provide ideas for structuring Level I and II assessment reports.

General Information

Initially a certain amount of identifying information about the student should be included at the beginning of every report. This includes:

1. Student's full name.
2. Date the report was written.
3. Period covered by the report.
4. The student number and/or social security number.
5. Date of birth.
6. Home address.
7. Age and grade in school.
8. Phone number.
9. Pertinent medical information.
10. Who prepared the report.
11. Referral source (if any).

Reasons for Referral/Screening Information

The reason for referral and screening information section of the report should include a listing of the referring person's reasons for requesting assessment and/or services for the student. Those reasons allow the report reader to identify what was to be accomplished by the assessment. This section may also include information about the student's disability, educational background, family environment, work experiences, etc. However, it should not be a comprehensive case history. Only information which is pertinent to understanding the student's problems and prognosis should be emphasized.

Assessment Results

The educational, psychological and vocational instrument results section of the report should be a summary rather than a step by step report of all assessment. That information which has a bearing upon the student's ability to achieve his/her vocational goal(s) needs to be emphasized. Since the use of standardized tests generally is considered to be an integral part of the evaluation process, all test scores and data may be included in appendix form and attached to an assessment. The results of work samples and situational assessment should be summarized to include the most important information about the student's work performance. The report writer can state specific information about a student's strengths and weaknesses on work samples. However, detailed information on individual work samples can also be added in appendix form. It is important to get the student's opinion of the job tasks and work samples. It is also important to note that work samples may be used for exploration purposes and are not necessarily evaluated by time and quality norms.

Work habits and behaviors which limit or enhance the student's vocational development can be included in this section. Without conscious effort, emphasis is likely to be on negative performance; however, an evaluator must be careful to include the positive behaviors. Actual behavioral observations using action verbs should be utilized in describing student performance. Observations should be accompanied by a statement of the frequency with which the behavior occurs. Labels such as "bad," "unmotivated," and "inappropriate" should *not* be used because they are subjective terms and do little to increase the understanding of the student's behavior. There are behavior rating scales already available. (See recommendations for further reading.) These scales can be included as a supplement to the report. They can also be incorporated within the body of the report itself as may be the case with some narrative/checklist types of reports.

Physical characteristics may be included within the report. This information estimates a student's ability to undertake training or work for a full day in view of his/her physical limitations, general health status, and physical stamina. This assessment information should be based on observation and performance of the student in the school or work environment, rather than on the medical history alone. The evaluator *must* be aware of the student's medical history in order to avoid placing him/her in training or job situations which may be hazardous. If no physical limitations are present in the evaluation, merely state the fact and continue.

Summary and Conclusions

The summary and conclusions section is the most important section of the report. Regardless of the information contained in the other sections of the report, a well written summary determines more than any other section the overall impact and subsequent usefulness of the report. The student's input and reactions to the evaluation should also be included in this section of the report. In the summary, a composite picture of the student is presented, emphasizing the student's assets as well as limitations. Summary and conclusion section must be specific as this section forms the basis for the present level of performance and will be used in the development of the goals and objectives of the IEP/IVEP.

The final section of this chapter includes sample evaluation reports. It is important to develop reports that fit local evaluation situations. The following reports are included only to provide ideas for use in the development of locally specific evaluation reports. The evaluation report will likely be unique to each school and should definitely be specific for each student.

(NAME OF SCHOOL) PUBLIC SCHOOLS
DIAGNOSTIC SUMMARY

I. General Information

II. Case History
- A. Family History
- B. Developmental Data
- C. School History
- D. Teacher Comments

III. Current Screening/Evaluation Results
Test Selection Statement:
- A. Health Information
- B. Vision
- C. Hearing
- D. Achievement/Development
- E. Cognitive/Adaptive Behavior
- F. Speech/Language
- G. Social/Emotional

IV. Diagnostic Conclusions

V. Program Considerations

VI. Staffing Participants
Signatures of Staffing Participants

_____ _____

_____ _____

Dissenting opinions should be attached.

SAMPLE VOCATIONAL EVALUATION REPORT

Name _____ Date of Birth _____ Date of Report _____

Sex _____ Race _____ Handedness Right Evaluation Dates _____

Referral Source _____ Evaluator _____

The following ratings are based on performance/behavior at the time of evaluation

	YES	NO	COMMENTS
1. INTERPERSONAL SITUATIONS			
a. Respectful of others	X		
With Co-workers:			
b. Initiated conversations with females	X		
c. Initiated conversations with males	X		
d. Conversation did not interfere with work of self or others	X		
With Supervisors:			
e. Accepted supervision (cooperative)	X		
f. Accepted criticism without denying errors or excusing behavior	X		
g. Accepted praise without negative reaction (embarrassed, suspicious, indifferent, angry)	X		
2. PERSONAL CHARACTERISTICS			
a. Wore appropriate clothing	X		
b. Good personal hygiene	X		
c. Spoke audibly/clearly	X		
d. Expressed needs and feelings	X		
e. Demonstrated self-confidence	X		
g. Reported knowledge of limitations/ school problems	X		g. Reported that skipping his foods class has caused him to fail the first quarter. Indicated that he needs to study more and regularly attend class to improve his grades.
3. WORK HABITS			
a. Punctual		X	a. Returned 3-9 minutes late from lunch all 4 days. Reported that he "ran into old friends and stopped to talk."
b. Dependable	X		
c. Accepted work assignments readily	X		
d. Completed work tasks-rarely gave up	X		
e. Worked independently	X		
f. Sought assistance when necessary	X		
g. Sought assistance appropriately	X		
h. Made work decisions independently	X		
i. Self-starter (began jobs after breaks)	X		
j. Aware of and/or followed safety rules	X		
k. Organized work effectively	X		
l. Kept work area and work orderly and clean	X		
m. Produced work of good quality	X		
n. Checked work and corrected errors on own		X	n. Failure to check his work may have led to careless errors, especially in tasks involving math. Needed reminders to check his work.
o. Corrected work after shown errors	X		
p. Corrected errors with little resistance	X		

		YES	NO	COMMENTS
3.	WORK HABITS (cont.)			
	q. Performance improved with repetition	X		
	r. Produced work at competitive speed	X		
	s. Work pace steady	X		
	t. Work effort not affected by pressure (being timed or observed)	X		
	u. Work effort not affected by unpleasant tasks	X		
	v. Rarely acted out when frustrated	X		
	w. Attentive to details of work	X		
4.	LEARNING AND COMPREHENSION			
	a. Followed verbal instructions	X		a. Able to follow at least 4-5 step verbal instructions from memory.
	b. Followed written instructions	X		
	c. Followed demonstrated instructions	X		
	d. Followed audio-visual instructions			d. Not assessed
	e. Followed simple diagrams	X		
	f. Followed a complex assembly diagram	X		
	g. Attention span sufficient to complete tasks	X		
	h. Learned in a reasonable length of time	X		
5.	DAILY LIVING SKILLS			
	a. Exhibited knowledge of word meanings		X	a. CATB and MESA scores indicate below average knowledge
	b. Told time accurately: 1. digital	X		
	2. analogue	X		
	c. Numerical skills accurate: 1. whole numbers:			
	addition	X		
	subtraction	X		Working with whole numbers.
	multiplication	X		
	division			
	2. fractions:			
	addition		X	Knew how to add & subtract. Made errors in converting to common denominator.
	subtraction	X		
	multiplication	X		
	division	X		
	3. decimals:			
	addition	X		
	subtraction	X		
	multiplication	X		
	division	X		
	4. percentages			Not Assessed
	5. word problems:		X	Accurate in +, -, x. Unsure how to move decimal point in ÷. Completed 53% of work problems accurately.
	d. Measured accurately: inch	X		
	1/2 inch	X		
	1/4 inch	X		
	1/8 inch		X	d. Initially unable to point out 1/8 and 1/16 increments. Several errors were incorrent by 1/16 of an inch.
	1/16 inch		X	
	centimeters	X		
	e. Made change accurately for 80% of sales	X		
	f. Reported knowledge of checking/savings account management	X		
	g. Adequate job seeking skills	X		
	h. Adequate knowledge of job keeping skills	X		
	i. Reported knowledge of public transportation	X		

6. JOB SKILLS	YES	NO	COMMENTS
a. Discriminated accurately:			
1. size	X		
2. shape	X		
3. texture	X		
4. color	X		
5. details in written materials	X		
6. details in pictures/objects	X		
7. likeness/differences in 2- and 3-dimensional objects	X		
b. Adequate manipulative skills:			
1. manual dexterity	X		
2. finger dexterity	X		
3. bi-manual coordination	X		
4. eye-hand coordination	X		
5. eye-hand-foot coordination	X		
6. used hand tools adeptly	X		
c. Physical endurance:			
1. able to stand while working without physical complaint	X		
2. able to sit while working without physical complaint	X		

Strongest Interests	Highest Aptitudes	Tasks Performed Well
1) Child Care	1) Form Perception	1) Job Readiness Test
2) Food Service	2) Dexterity	2) Cashier
3) Construction	3) Clerical Aptitude	3) Eye-Hand-Foot Coordination
	4) Discrimination - size, shape, color texture	4) Wall Covering
	5) Coordination	5) Child Care Aide
		6) Food Service
		7) MESA - Discrimination (size, shape, color)
		- Coordination
		- Dexterity/Tool Use
		- Problem Solving
		- Visual Memory
		- Perceptual/Assembly

Special Considerations:

The limited local job possibilities in day care work for high school graduates with no further training was discussed with _____. However, he continued to express strong interest in this occupational area. It is felt that he should visit with directors of local day care centers to learn more about job possibilities and to help him make appropriate occupational choices.

Ruler Measuring: 12 of 20 correct. Prior to beginning task he was able to point out 1, 1/2, 1/4 and 3/4 inch increments. Seemed somewhat confused by 1/8 and 1/16 of an inch increments. 3 of 5 correct in measuring in centimeters.

Career Exploration Activities: The following activities do not have norms. They are simulated work activities using real tools and materials usually found on each job. Interest and aptitude ratings are based on the student's reports and the evaluator's observations and subjective opinion.

Wall Covering: Worked with a co-worker to perform this task; was very cooperative in working with the other student. Used the picture and written instructions to complete the work. Handled the tools well. Measured accurately.

Child Care Aide: Correctly chose all 5 positive statements in responding to various child care situations. Correctly composed 3 of 5 positive statements to respond to similar situations.

OTHER:

Time Telling: Correctly responded to 11 of 12 items on the worksheet.

Vocational Evaluation Lab

Test Results

Name _____ Birthdate _____ Evaluator _____ Dates _____

REFERRAL INFORMATION

Intelligence Test:	Verbal IQ 90 Performance IQ 90 Full Scale IQ 89	Date Administered: 5/86	Norm Group: Chronological Age, General Population
Achievement Test:	Reading Recognition ____ Reading Comprehension 6.0 Spelling 8.0 Math 6.0 General Information ____	Date Administered: 1/86	Norm Group: Grade Equivalents

INITIAL INTERVIEW AND PREVOCATIONAL AWARENESS QUESTIONNAIRE

Expressed Occupational Interests:

Preferred Working Conditions: __X__ Indoors vs. ____ Outdoors// ____ Work Alone vs. __X__ Work With Others// Work With - ____ People vs. ____ Data vs. __X__ Things// __X__ Move Around vs. ____ Sit In One Place// ____ Busy Workplace vs. __X__ Quiet// ____ Uniform vs. ____ Dressy Clothes vs. __X__ Casual Clothes// ____ Same Things Each Day vs. __X__ Different Things// ____ Supervised vs. __X__ Unsupervised// __X__ Travel vs. ____ Stay In One Place// __X__ Stay Clean vs. ____ Get Dirty.

Leisure Activities/Hobbies: Break dancing, basketball, swimming

Favorite/Least Favorite Class: American History/Beginning Foods

Life Skills: Able/~~not able~~ to ride city buses independently/// ~~Has~~/does not have driver's license/// Has/~~does not have~~ checking/savings account - reports ability/~~inability~~ to independently manage such accounts. Able to perform the following home chores: Clean room, know how to cook and do laundry.

Expressed Strengths: Good worker, get along well with people

Expressed Weaknesses: Miss classes too much, need to improve grades

Other:

JOB READINESS AND APPLICATION Reported work experience: maintenance worker, child care aide, fast food service worker, grocery store clerk, yard mowing. Correctly responded to 71 to 80 items on the Job Readiness Test. Responses indicate strong knowledge of job keeping skills and fair knowledge of job seeking skills. Worked fairly independently to complete a sample job application. The finished form was neat and complete, but some spelling errors were noted.

ENTRY LEVEL SKILLS WORKSAMPLES See Rating Sheets attached to the Report.

Vocational Evaluation Test Results

Name _____

TEST	RESULTS	NORMS	COMMENTS
Pictorial Reasoning Test	___%ile	Untimed Norms ___ Grade Students	
Bennett Mechanical Comprehension	___%ile	Academic High School ___ Grade Students	
Computer Operator Aptitude Battery	Sequence Recognition ___%ile Format Checking ___%ile Logical Thinking ___%ile	Trainees in Computer Operator Training	
General Aptitude Test Battery	General Learning Ability 70 Verbal Attitude 78 Numerical Aptitude 78 Spatial Aptitude 92 Form Perception 119 Clerical Aptitude 99 Motor Coordination 93 Finger Dexterity 82 Manual Dexterity 104	Score of 100 is average Norms: 10th Grade OAPs qualified for: 38-40; 42-53; 55-62	Examples of Jobs Qualified For: Bricklayer, bus driver, post office clerk, transportation agent, stock clerk, waiter, auto body repairer, cook, service station mechanic, farm hand, welder, laboratory assistant, occupational therapy aid, landscape laborer, dry cleaner helper.
Cashier	1 = Low, 5 = High Time Rating 5 Quality Rating 5	In House	Correctly computed all 10 sales. Knew how to make change prior to beginning the task.
Auto Mechanics Pre-Test Performance	1 = Low, 5 = High Tool I.D. ___ Vocabulary ___ Math ___ Spark Plug Points ___ ___ Adj. Points ___ ___ Eng. Timing ___ ___ Overall Score ___ ___	In House	
Telephone Repair	1 = Low 5 = High ___ ___	In House	

Vocational Evaluation Test Results

Name _____

The following are SINGER Worksamples. The results for each worksample are based on Research Norms.

TEST	RESULTS			COMMENTS
	1 = Low 5 = High	Time Rating ___	Quality Rating ___	
	1 = Low 5 = High	___	___	
	1 = Low 5 = High	___	___	

The following are VALPAR Worksamples. The results for each worksample area based on MTM Norms - scores of 100% indicate entry level job readiness for this type of task.

	Speed	Accuracy	
Simulated Assembly	65 %		Caught on quickly. Used both hands well to complete assembles.
Eye-Hand-Foot Coordination	100%	150%	Had performed during CARE summer 82. Demonstrated smooth control. Showed improvement in accuracy with repetition.
	___% ___% ___% ___% ___% ___%	___% ___% ___% ___% ___% ___%	
	___%	___%	
	___%	___%	
	___%	___%	

Source: Columbia Area Career Center
4203 S. Providence Road
Columbia, MO 65203

SAMPLE EVALUATION REPORT

Narrative

_____ was referred to Vocational Evaluation by _____, Vocational Adjustment Coordinator. _____ returned to _____ School to work on her GED. She previously completed the 8th grade. _____ attended the evaluation center two days, (11/18 and 11/26/85). On 11/18/85 she stated she was glad she was excused from _____ the following day so she could pack as she and her family (husband and child) were in the process of moving. _____ was a pleasant person, quite conversant, could describe her physical diagnosis and associated problems. She is slight in build, looked physically uncomfortable in her wheelchair. Her hair is fairly long, looked oily. This combined with wrinkled clothes gave her an unkempt appearance.

_____'s stated interests were Data Processing, Data Entry and Clerical. She later added Electrical Wiring, Telephone and Cable TV installation and Woodworking. She took the Valpar MESA interest inventory. Her tested high interest reported as per Guide for Occupational Exploration (GOE) was in 07 Industrial - Support (Business Detail); High Avg. areas 08 Selling, 06 Industrial -Production; Avg. interests were 03 Plants/Animals, 02 Scientific, 10 Humanitarian, 11 Leading/Influencing, 09 Accommodating, 05 Mechanical; Low Avg. interests 12 Sports, 01 Artistic; Low interest was 04 Protective. High tested interest supports stated clerical/business interests. However, added stated interests are not in agreement with tested interests. _____ has diagnosed arthrogryposis in her lower extremities. She is able to get around on Lofstrand crutches, but used a wheelchair to keep from falling while she was pregnant. She was in a wheelchair during the evaluation as her braces were being fixed. It appears that the initial stated interests were made realistically based upon her knowledge of her physical capabilities and limitations, and that added interests were more a "wish list"; that the tested interests reflect her more realistic thinking.

It appears realistic to encourage her interest in the Business area as a long term goal as she appears to have an average ability to learn new information (supported by prior test scores). However, academic achievement is below AGE (particularly reflected in %-ile scores) and, except for reading, below grade level. She is reported as having dropped out of school in 1982 at the 9th grade, returned this semester as a 9th grader. Wide Range Achievement Test scores (10/30/85) as furnished by Psychological Services are grade 9.9 in Reading (77th %-ile), Spelling at grade 5.9 (12th %-ile) and grade 6.6 in Arithmetic (25th %-ile). Previous scores (10/81) supplied by the referral source show Reading (word recognition) at grade 7.8 (14th %-ile). In the three intervening years reading went up, spelling remained the same and arithmetic dropped. It is reasonable to expect that given additional educational opportunities her basic skills will continue to increase. She states she is currently enrolled in a typing class, and has mastered about 1/2 the keyboard in touch typing.

_____ completed five of the ten tasks on the Talent Assessment Program (TAP). Scores were at or below the 24th percentile placing her performance at Low Level Service & Trade. _____ stated that her arthrogryposis involvement was in her legs and that they are sensitive to dampness and cold. It is possible that her slowness to complete the TAP tasks is related to the arthro-

gryposis. A full medical (orthopedic) evaluation should be conducted to eliminate the possibility of complications in the upper extremities.

Recommendations

Placement recommendation for advanced vocational training cannot be made at this time. Student should continue to pursue her GED certification and avail herself of educational opportunities to improve basic skills until no longer age appropriate. Additionally she should continue to work to improve typing skills and take as many business related courses as possible. Upon the successful completion of current typing course (coupled with acquisition of a reasonable typing speed of 35 W.P.M. or above) consider placement at Kansas City Technical Education Center. Student should return to complete evaluation at this center prior to age 21 and/or be sponsored by the Division of Vocational Rehabilitation for evaluation and subsequent training. If poor attendance, lack of follow-through behaviors exhibited during Vocational Evaluation are typical of her current school behavior (historically a problem) then counseling services should be initiated to help her develop a (positive) work attitude, establish some workable goals.

Additional Services

(1) Referral to Division of Vocational Rehabilitation (VR). It is possible that she could receive some day care support, transportation assistance while attending school or training. (2) Body positioning in wheel chair. Apparently she is going to use a chair when weather or other conditions put her physically at risk. She should have a chair which fits her body, provides her good support and prevents associated postural complications. Currently she is using a second hand chair. May need V.R. services for purchase of new chair. Additionally, if not already doing so, V.R. could help with the maintenance of her braces. (3) Consider services provided by the Physical Therapy staff to help student maintain range of motion of lower extremities while student is enrolled at _____. Additionally, they could help her design a home exercise program to develop strength and maintain flexibility (both lower and upper extremities). (4) Assistance with improved grooming program. Student may have appeared unkempt only while in the process of packing and moving. If this is her usual appearance she may benefit from some tips or instruction.

_____, CVE, CWA
Vocational Evaluator

Source: Kansas City Technical Education Center
1215 Truman Road
Kansas City, Missouri 64106

CHAPTER V. PROGRAM PLANNING AND EVALUATION

The overall purpose of assessment, regardless if it is formal or informal, is to plan an individualized educational program which best meets the needs of the student. Assessment data should always provide pertinent information which assists a multidisciplinary team in designing the best educational program possible for a student. It is important that assessment results be usable and helpful to the multidisciplinary team in designing the educational program, therefore it is imperative that the results be interpreted for meaningful dialogue and meaningful planning.

INTERPRETING RESULTS

The results of various assessment techniques, methods and instruments will need to be collected, interpreted and organized in order that a multidisciplinary team can understand and utilize the data in an effective manner. It may be necessary for individuals providing assessment data to interpret the data for the other team members. It is always best to provide written information and supplement with verbal information if necessary. School personnel, parents and students should all be able to understand the basic information gathered through assessment and the relationship of the assessment results as it applies to planning the educational program.

PROGRAM PLANNING

The first component of the IEP is the student's present level of performance and is the foundation for the development of annual goals and objectives. It should be in narrative form and derived from the diagnostic summary including screening results, interviews, formal and informal assessments, observations, and in re-evaluation, student progress on goals and objectives from previous IEPs. This information should be synthesized in a thorough narrative of strengths and weaknesses in the student's deficit areas of functioning.

It is essential that the present level of performance clearly state the severity of the deficit(s) to provide the basis for the development of appropriate individualized goals, objectives, and methods of instruction. For more information on writing present level of performance, please refer to the *Resource Guide for Special Education, Vol. 1-B. Identification and Initial Programming* (pp. 81-95).

Once the present level of performance is developed, annual (long-term) goals and short-term individualized objectives are written. Annual goals identify the direction the student will follow throughout the year. They are prioritized according to the present level of performance and each goal covers one instructional area.

Short-term objectives should reflect the specific desired behavior or acquisition of specific knowledge or skill. They are written in measurable statements including the conditions under which the given behavior shall occur and the criteria in order to determine mastery of a given objective. Figure 5.1 is an example of a vocational goal and short-term objectives including instructional strategies, performance criteria, evaluation procedure, schedules, and results.

Careful consideration should be given to include career and vocational needs into the IEP for all students. In the elementary years, career education goals should be incorporated. As the student reaches junior high school prevocational goals should be included. Once the student reaches high school, the IEP should include vocational and transition goals. Figure 5.2 illustrates a sample goal and objectives for each of the four areas.

Most of the area vocational-technical schools (AVTS) in Missouri have a Vocational Resource Educator (VRE) on staff. The VRE is a resource person for the AVTS, assists in the development of the vocational component of the IEP and coordinates services between the AVTS and the special education instructor. The following are some examples of some of the activities a VRE, in cooperation with a special education instructor, should coordinate to ensure the vocational goal and objectives of the IEP are met:

1. Identify and secure appropriate instructional materials for use in the vocational program in cooperation with special education personnel.
2. Develop and/or modify instructional materials for use in the vocational program in cooperation with special education personnel.
3. Identify and utilize appropriate instructional techniques in cooperation with special education personnel in order to meet the learning needs of the student (e.g., develop task analyses of instructional activities).
4. Arrange for extended time in the vocational program.
5. Identify remedial assistance necessary for the student to succeed in the program.
6. Identify specific equipment or devices necessary for the student to succeed in the program.
7. Identify specific services necessary for the student to succeed in the program (Sarkees & Scott, 1985, p. 157).

If a VRE is not employed at the AVTS, the vocational counselor or vocational instructor should be involved in the development of the IEP.

All secondary students in Missouri have a four year plan which assists the student in acquiring the necessary requirements for graduation as well as future career planning. This plan begins with the 9th grade and continues through graduation. It is important that the IEP interface with a handicapped student's four year plan including the transition services a student will need upon graduation.

Figure 5.1

Student Name: Michelle Moore

Date IEP Was Written: June 5, 1985

IEP Coordinator: Mr. Waters

Program(s): Learning Disability, Auto Body

Annual Goal(s): Improve Reading Comprehension Skills

Review Date(s): 6/3/86

Quarter/Semester Goal(s):

Review Date(s): 1/8/86

Instructional Task(s): Comprehend and explain written materials

		Evaluation of Instructional Objectives			
Short-Term Instructional Objectives	Instructional Strategies Methods and Materials	Performance Criteria	Tests/Evaluation Procedures	Evaluation Schedule	Evaluation Date/ Results M = Mastery I = Incomplete
1. Identify and state the main ideas of a short story on automobiles	One-on-one teacher student instruction Practice reading exercises	State main ideas of a reading assigment with 80% accuracy	Teacher selected reading materials Tests	November 15, 1986	November 15, 1986 - M
2. Make judgements and draw inferences and conclusions in reading assignments	Individual teacher and peer tutoring Practice reading exercises	State judgements, inferences and conclusions of reading materials with 80% accuracy	Teacher selected reading materials Tests	December 1, 1986	
3. Read and interpret directions	One-on-one teacher/student instruction	Read and explain five sets of written directions on auto body repair with 100% accuracy	Teacher selected auto body repair directions from manufacturers' repair manuals	January 15, 1986	
4. Increase reading speed	Individual tutoring Practice reading exercises	Increase reading speed by 25%	Teacher selected reading test	May 15, 1986	

Source: Adapted from Vocational Special Needs, Second Edition, Michelle Donnelly Sarkees and John L. Scott, American Technical Publishers, Inc., 1985

Figure 5.2

Sample Goals and Objectives

Career Education

Goal: Demonstrate awareness of jobs.

Objective 1: The student will be able to state 2 reasons why having a job is important.

Objective 2: The student will be able to name 2 occupations.

Objective 3: The student will be able to identify the uniforms of Nurse, Policeman, Fireman.

Adapted from *Life Centered Career Education: A Competency Based Approach,* Council for Exceptional Children, Reston, Virginia.

Prevocational

Goal: Acquire the skills necessary to enter the building trades program.

Objective 1: The student will be able to use a ruler and measure to the ¼ inch.

Objective 2: The student will be able to follow written instructions of 5 steps.

Objective 3: The student will be able to identify 10 basic hand tools.

Vocational

Goal: To complete a modified Building Trades program.

Objective 1: Erect plywood panel wall form.

Objective 2: Erect manufactured wall form.

Objective 3: Construct concrete stair forms.

Transition:

Goal: To prepare for entry into postsecondary technical training.

Objective 1: The student will review appropriate schools with counselor by (date).

Objective 2: The student will be referred to the Division of Vocational Rehabilitation for financial help by (date).

Objective 3: The student will complete all applications for training by (date).

MONITORING STUDENT PROGRESS

The evaluation of instructional objectives as outlined in Figure 5.1, provides the information needed to determine if the annual goals and short-term objectives are being met. A review of the IEP must be made at least annually. If goals/objectives are not being met, this should be documented and discussed at the IEP review. Specific services provided the student should also be evaluated to determine if they are still necessary in order for the student to succeed. All necessary revisions should be discussed and made when the IEP is reviewed. The special education instructor, vocational instructor and VRE should all be involved in the evaluation and monitoring of student progress and revising the IEP when necessary.

CHAPTER VI. ASSESSMENT OF THE DISADVANTAGED

Disadvantaged students are those individuals (other than handicapped) who have economic or academic disadvantages which require special services and assistance to enable them to succeed in vocational education programs. This includes individuals who are:

1. Members of economically disadvantaged families.
2. Migrants.
3. Individuals with limited English proficiency.
4. Dropouts or identified potential dropouts from secondary school.

The following criteria is used to identify academically and economically disadvantaged and limited English proficient individuals:

Academically Disadvantaged

1. Scores on a standardized achievement or aptitude test are below the 25th percentile.
2. Secondary school grades are below 2.0 on a 4.0 scale.
3. Minimal academic competencies are not attained.

Economically Disadvantaged

Individuals with low income determined by data such as

1. Aid to Families with Dependent Children (AFDC).
2. Free or reduced lunch.
3. Pell Grant.

Limited English Proficiency

1. Not born in the United States.
2. Whose native language is other than English.
3. From environments where a language other than English is dominant.
4. American Indians and Alaskan native students from environments where a language other than English has a significant impact on their level of English langauge proficiency (Federal Register, Friday, August 16, 1985).

The disadvantaged student may have the same types of academic, social, motor, communication, and independent living skill deficits as the handicapped student. The disadvantaged student's records, however, may have a complete void in assessment information. Part of the reason for this void is that laws prior to Carl D. Perkins Vocational Education Act of 1984 (P. L. 98-524) did not require any assurances in the area of assessment for the disadvantaged. The *Vocational Planner's Guide for the Carl D. Perkins Vocational Education Act of 1984* (1986) states the following assurance related to the assessment of the disadvantaged:

> The interests, abilities and special needs of each disadvantaged student will be assessed with respect to successfully completing a vocational education pro-

gram. The assessment process shall be designed to determine the vocational potential by observing and measuring the interests, abilities, and special needs, and using these results to assist in formulating a realistic vocational plan (p. 10).

Students with disabilities have had Individualized Education Plans (IEPs) for a number of years to help guide their learning goals and objectives. They are mandated by P. L. 94-142 and direct the student's education program until he/she graduates from high school or no longer needs special education services. These IEPs should also contain vocational goals for any student enrolled in a vocational training program. The vocational goals are individualized, based upon the student's needs, and help the teacher in planning learning experiences to meet the student's goals. There is not a federal mandate for individualized plans for disadvantaged students but it is important for educators to realize that the assessments used for disadvantaged students are not to be given merely to provide a record of an assessment to satisfy state assurances. Assessments should also provide meaningful information to be utilized in formulating the Individualized Vocational Education Plan (IVEP). The IVEP is developed for the disadvantaged student and follows the same general format as the IEP pertaining to the vocational goals and objectives. The IVEP is mandated for the early entry disadvantaged student. The Missouri Department of Elementary and Secondary Education suggests and strongly recommends that an IVEP be developed for *all* disadvantaged students. The IVEP should clearly state the following:

1. Documentation of eligibility for early entry.
2. Reason/justification for early entry, including the assessment of the student.
3. The program the student is going to enter, and the long range vocational goal.
4. Goals and objectives the student should be able to accomplish in a given time period as they relate to the long range goals.
5. A tentative listing of vocational related courses and other courses to meet the student's overall education plan.
6. Support (resource) services needed (including any modifications or adaptions necessary for the student to succeed).
7. A transition plan for the student (long-range plans for placement or further training).

In addition, the IVEP may include the following recommended components:

1. Academic achievement (test scores, grades, classroom performance, etc.).
2. Information on vocational interests, aptitudes and other abilities.
3. Student strengths and weaknesses.

It is critical that the student be assessed prior to developing the IVEP. Assessment can also continue throughout the period covered by the IVEP. Both formal and informal assessments may be utilized to evaluate and modify goals and objectives contained in the IVEP.

Two sample IVEPs containing the required and many of the recommended components can be found at the end of this chapter. The sample IVEPs provide examples of varying degrees of intervention. Other components may be more appropriately listed on a separate sheet in order that the student may have his/her own copy without revealing confidential information. These samples may be used in developing local IVEPs. Local forms might have additional required/recommended components.

IVEP #1

INDIVIDUAL VOCATIONAL EDUCATION PLAN COMPONENT (IVEP)

Confidential Information

Student's Name: Dan Kolb Age: 17 Sex: M Home School: Anywhere Category: Disadvantaged

I. Write a short paragraph about the student's current status.

Dan will be a senior next year, and has no desire to go on to school. He has difficulty with reading, in understanding new words, and his math skills are also lower than average. He is interested in improving, however, and will try to learn. He gets along well with both teachers and peers. He has difficulty making it to class on time, and may need a behavior contract to encourage punctuality. There is little support at home, so we need to deal directly with Dan.

Ia. Attach Vocational Assessment data to this form.

II. Present grade levels of educational functioning:

January, 1984

Reading: no grade level available
1. Vocabulary: Voc. testing indicated problems
2. Comprehension: 6.0 (GATB/MESA)
3. Listening: none available
Spelling: 8.0
Math: 6.0

III. What vocational program is recommended by the Pupil Evaluation Team:

Building Trades

IV. Explanation of this vocational program as the most appropriate program for this student.

1. Student is interested in construction work.
2. His present skills, except for math, would indicate a potential for success in this area.
3. Entry level skills testing indicated adequate skills in this area.

V. Vocational Goals (Long term objectives for this student.)

To complete 1 year of this course and find employment in the field of construction.

VI. Short Term Objectives

Objectives (from Voc. Eval. Report)	Method of Evaluation	Date
1. To be on time for class everyday.	Attendance Reports	Weekly
2. To complete all assignments on time.	Teacher Grade Book	Weekly
3. To recheck work for careless errors.	Grades-written work/ shop work	Weekly
4. Measure accurately to the 1/16" by the end of the first quarter.	Worksheets of math specialist	1st q.
5. Perform fractions/decimals operations needed for class by end of semester.	Worksheets of math specialist	2nd q.
6. Complete Personal Data Sheet by Feb.	Voc. counselor to check Data sheet	Feb.
7. Take the ASVAB by March.	Check with counselor on scores	3rd q.

VII. List related services to be offered at the vocational school.

Vocational counselor will monitor progress and develop materials needed.

VIII. Describe what modifications and adaptations of instructional equipment are needed.

1. Vocabulary lists for each chapter - will receive extra credit for completing definitions correctly, or orally explaining them.
2. To work with math specialist at least once every 2 weeks on measuring 1st quarter & fractions/decimals 2nd quarter.
3. Review for major tests with the vocational counselor.

IX. To what extent will the student be able to participate in regular vocational classes:

100%

X. Vocational Services

A. Date for commencing services: September, 1986
B. Length of time of services: 9 months

XI. Vocational School Staff members responsible for Program Implementation and Evaluation:

Teacher: Holmes
Coord.: Special Needs (Voc.) Counselor
Student: Dan
Other: Basic Skills Instructor

XII. Date of last IVEP review.

___ ___ ___
mo. da. yr.

Need to review 2nd semester for new short term goals.

SOURCE: Adapted from Arizona Model for Vocational Assessment: A Procedural Guide, College of Education, University of Arizona, Tucson.

IVEP #2

INDIVIDUAL VOCATIONAL EDUCATION PLAN COMPONENT (IVEP)

Confidential Information

Student's Name: Joe Smith Age: 15 Sex: M Home School: Anywhere Category: Disadvantaged

I. Write a short paragraph about the student's current status.

This student has difficulty reading and understanding texts. He also will need help with new vocabulary words and spelling. Joe is easily distracted and may tend to socialize alot. His math skills are low, but he can use a calculator to add, subtract, multiply and divide. He remembers oral information and can follow oral directions. Attendance is excellent and his parents are very supportive and cooperative.

Ia. Attach Vocational Assessment data to this form.

II. Present grade levels of educational functioning:

Testing - 1985

Reading:

1. Vocabulary: 5.5
2. Comprehension: 3.5
3. Listening: none-get teacher feedback

Math: 5.0

III. What vocational program is recommended by the Pupil Evaluation team:

Auto Mechanics

Other classes to consider:
Welding
Metals
Consumer Math

IV. Explanation of this vocational program as the most appropriate program for this student.

1. Joe is very interested in cars and working around them.
2. This class is the best class to give him some skills for work.
3. He gets along well with others and will not mind working on his own goals in the program.
4. Joe works with his father on their family car.

V. Vocational Goals (Long term objectives for this student.)

To work in an auto service center-detailing cars, fixing tires, changing oil, and inspecting cars.

VI. Short Term Objectives

Objectives	Method of Evaluation	Date
1. To pass the safety test for the Auto Shop with 100% accuracy.	Grade on test-retest if necessary.	9/86
2. To meet all competencies on tire care and oil changes by end of first quarter.	Test grades, performance in shop-check competencies.	10/86
3. To meet competencies on inspecting and detailing cars by end of second quarter.	Test grades, performance in shop-check competencies	12/86
4. To have a resume ready by 2nd quarter.	Voc. Counselor will teach job seeking skills and resume development	12/86

VII. List related services to be offered at the vocational school.

The vocational counselor will work closely with the vocational instructor to modify the curriculum. The Basic Skills Instructor will be supplied with material for Joe to work on in his basic skills class.

VIII. Describe what modification and adaptations of instructional equipment are needed.

1. Modify curriculum for only competencies needed for vocational goal.
2. Tape written materials for competencies assigned.
3. Prepare study guides/worksheets for taped materials.
4. Provide list/meanings of new vocabulary words. Send to Basic Skills teacher for drill/practice.
5. Work with math specialist at least one hour a week.
6. Tests will be read to him by the vocational counselor.
7. Minimum levels will be met before grades are given on any task.
8. Provide at least 2 job shadowing experiences (one in car detailing, one in auto service).
9. Meet with parents and voc. couns. at end of 1st quarter to determine if plan is working.
10. Check with instructor weekly as to Joe's peer interaction: consider contract if he begins to socialize too much.
11. Use the Learning Center to study/do worksheets if the classroom is too distracting.

IX. To what extent will the student be able to participate in regular vocational classes:

20% of the competencies will be completed. Joe's grading will depend on his performance of the competencies.

X. Vocational Services

A. Date for commencing services: September, 1986

B. Length of time of services: 9 months

XI. Vocational School members responsible for Program Implementation and Evaluation

Teacher: Turner
Coord.: Special Needs (Voc.) Counselor
Program Director: Wilson
Student: Joe Smith
Other: Mother, Basic Skills Instructor
Supplemental Teacher

XII. Date of last IVEP review.

_____
mo. da. yr.

Transition Information
Review at semester: Team to decide whether he's ready to go to work or remain in class.

SOURCE: Adapted from Arizona Model for Vocational Assessment: A Procedural Guide, College of Education, University of Arizona, Tucson.

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APPENDICES

APPENDIX A

Sample Letter to Parents

Dear Parents:

Enclosed is some very important information for your child who is in special education in our district. The information is regarding federal legislation, P. L. 98-524, the Carl D. Perkins Act. It may have implications for your child's future. The law was passed in October, 1984 and went into effect July 1, 1985.

Briefly, the implications of the law for handicapped students are these:

1) "Provide information to handicapped . . . students and their parents concerning the opportunities available in vocational education and the requirements for eligibility for enrollment in vocational education programs, at least one year before the students enter the grade level in which vocational education programs are first generally available in the state, but in no case later than the beginning of the ninth grade" (Federal Register, January 25, 1985).
2) Assess the interests, abilities and special needs of each handicapped student that enrolls in a vocational education program.
3) Provide guidance counseling and career development activities by trained counselors.
4) Provide counseling services to facilitate the transition from school to post-school employment and career opportunities.

We have enclosed a brochure from the area vocational technical school which tells about vocational program offerings near you. We also have the following vocational programs available within our own comprehensive high school. However, a word of caution, not all handicapped students will be eligible for entrance into vocational classes and there are only a certain number of openings (slots) available to our school district. We do want to encourage you however, to ask questions, be informed and discuss this as an option for your child during the next IEP meeting you attend.

Meanwhile, if you have any further questions *or* concerns, please do not hesitate to call.

Sincerely,

Enclosure

APPENDIX B

Informal Assessment Instrument Samples
(Level I or Level II)

C.I.T.E. Learning Styles Instrument and Interpretations

Guidelines for Developing a Worksample

Entry Level Skills Criteria Student Behavior Rating Form

*Job Awareness Interview Questionnaire and Summary Sheet

*Needs Interview Questionnaire and Summary Sheet

*Skills and Abilities Profile and Summary Sheet

*Prevocational Assessment Questionnaire and Summary Sheet

*Interest Interview Questionnaire and Summary Sheet

*Job Survival Skills Criterion Checklist and Summary Sheet

Parent Interview Guide

*These checklists and summary sheets have been taken from the *Arizona Model for Vocational Assessment: A Procedural Guide.*

From the Center for Innovative Teaching Experiences

C.I.T.E. Learning Styles Instrument

Babich, A.M., Burdine, P., Allbright, L., Randol, P.
Wichita Public Schools
Murdock Teacher Center

	Most Like Me			Least Like Me
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. Written assignments are easy for me to do.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1
14. I feel like I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in my group.	4	3	2	1

17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I have heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1

35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When teachers say a number I really don't understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

C.I.T.E. Learning Styles Instrument

Score Sheet

Visual Language

5 – _____

13 – _____

21 – _____

29 – _____

37 – _____

Total ____ x 2 = ____ (Score)

Social-Individual

4 – _____

12 – _____

20 – _____

28 – _____

45 – _____

Total ____ x 2 = ____ (Score)

Auditory Numerical

7 – _____

15 – _____

23 – _____

31 – _____

39 – _____

Total ____ x 2 = ____ (Score)

Visual Numerical

9 – _____

17 – _____

25 – _____

33 – _____

41 – _____

Total ____ x 2 = ____ (Score)

Social-Group

8 – _____

16 – _____

24 – _____

32 – _____

40 – _____

Total ____ x 2 = ____ (Score)

Kinesthetic-Tactile

1 – _____

18 – _____

26 – _____

34 – _____

42 – _____

Total ____ x 2 = ____ (Score)

Auditory Language

3 – _____

11 – _____

19 – _____

36 – _____

44 – _____

Total ____ x 2 = ____ (Score)

Expressiveness-Oral

6 – _____

14 – _____

22 – _____

30 – _____

38 – _____

Total ____ x 2 = ____ (Score)

Expressiveness-Written

2 – _____

10 – _____

27 – _____

35 – _____

43 – _____

Total ____ x 2 = ____ (Score)

Score: 33 - 40 = Major Learning Style

20 - 32 = Minor Learning Style

5 - 20 = Negligible Use

Description of the C.I.T.E. Instrument Nine Style Areas

Auditory Language

- This is the student who learns from hearing words spoken. He or she may vocalize or move his or her lips or throat while reading, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that could only have been learned by hearing.

Visual Language

- This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He or she may even write down words that are given orally, in order to learn by seeing them on paper. This student remembers and uses information better if he or she has read it.

Auditory Numerical

- This student learns from hearing numbers and oral explanations. Remembering telephone and locker numbers is easy, and he or she may be successful with oral number games and puzzles. This learner may do just as well without his or her math book, for written materials are not important. He or she can probably work problems in his or her head, and may say numbers out loud when reading.

Visual Numerical

- This student must see numbers - on the board, in a book, or on a paper — in order to work with them. He or she is more likely to remember and understand math facts when they are presented visually, but doesn't seem to need as much oral explanation.

Auditory-Visual-Kinesthetic Combination

- The A-V-K student learns best by experience--doing, self-involvement. He or she profits from a combination of stimuli. The manipulation of material along with accompanying sight and sounds (words and numbers seen and heard) will aid his or her learning. This student may not seem to understand or be able to concentrate or work unless totally involved. He or she seeks to handle, touch and work with what he or she is learning.

Individual Learner

- This student gets more work done alone. He or she thinks best and remembers more when the learning has been done alone. This student cares more for his or her own opinions than for the ideas of others. Teachers do not have much difficulty keeping this student from over-socializing during class.

Group Learner

- This student prefers to study with at least one other student, and will not get as much done alone. He or she values others' opinions and preferences. Group interaction increases his or her learning and later recognition of facts. Class observation will quickly reveal how important socializing is to this student.

Oral Expressive

-This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. Teachers may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.

Written Expressive

- This learner can write fluent essays and good answers on tests to show what he or she knows. He or she feels less comfortable, perhaps even stupid, when oral answers or reports are required. His or her thoughts are better organized on paper than when they are given orally.

Source: Puzzled About Educating Special Needs Students?: A Handbook on Modifying Vocational Curricula for Handicapped Students, Wisconsin Vocational Studies Center, University of Wisconsin - Madison.

FORMAT FOR DEVELOPING A WORK SAMPLE

Development of a Work Sample
for
Vocational Performance Screening Assessment

1. Select or state a vocational area or areas.

2. List and briefly describe the five or more of the most common types of jobs your vocational program places students into.

3. Rank order these jobs from most frequent to least frequent.

4. Select the top three jobs and completely task analyze these three jobs listing all of the performance tasks involved.

5. Select and list three similar tasks that occur in each of the three jobs.

6. Motor skill requirements—provide a detailed analysis of the manual dexterity, eye-hand coordination, and motor functions required of a worker for successful completion of the three previously selected tasks.

7. Specify the equipment, materials, and supplies necessary for the completion of each of the three tasks.

8. Determine an acceptable rate of performance for each of the tasks.

9. Determine how you will measure or rate performance in each of the three tasks.

10. Describe the student or type of handicapped or disadvantaged student that this work sample will be used with.

11. Describe in detail how you would teach each of the three tasks to the student, prior to his performance evaluation.

Source: George Zenk, Business and Vocational Education. University of North Dakota. 1982.

Task Analysis Practice Sheet

Task: To use a sanding block to smooth a pine board 4" x 12".

Step I. Task Listing (or detailing). List all the steps included in this task.

_____

_____

_____

_____

_____

_____

Step II. Put numbers on the above tasks so they are ordered in the optimal sequence for learning.

Step III. Check each of the above tasks for sub-steps that would better explain how to do the task.

Step V. Add the criterion which tells how well the task should be done and any time limits that are important to this task.

_____

_____

_____

_____

_____

_____

Final Analysis of the Task:

Rewrite the steps of the task in sequence, and add the criterion for mastery.

_____

_____

_____

_____

_____

Health Care Work Sample - Instructor's Sheet

I. Introduction

During this work sample the student will:

1. wash the hospital bed
2. make the hospital bed
3. take, read and record his/her temperature
4. read 10 medicine labels

II. Instructions to the Evaluator

A. Prerequisites -- There is no time limit on this work sample, although the student should be encouraged to work at a steady pace.

B. Administration Equipment -- The following equipment should be available prior to administration:

pencil	water	blanket
work sheet	disinfectant	bedspread
thermometer	washcloth	pillow
hospital bed	set of sheets	
cleaning pail	pillowcase	

C. Set up and Breakdown -- Student will wash the hospital bed, make the bed, strip the bed and fold the sheets, etc. Also take, read and record their temperature.

III. Administration

A. Student Orientation -- The following should be read to the student before the actual instructions are given.

> This is not a test, but is an evaluation to help us know where your interests and abilities are so we can prepare your program for next semester.
>
> Please follow the directions as well as you can, but do not hesitate to ask any question you may have concerning what you are doing.

Health Care Work Sample - Student's Instructions

Name: _____

School: _____

Age: _____ Birthdate: _____

Step 1 --- Using the equipment provided, wash the hospital bed.

Step 2 --- Using the sheets, pillowcases, blanket and bedspread, make the bed. (Be sure to use hospital corners.)

Step 3 --- Unmake the bed. Fold all linen so it is ready for the next person.

Step 4 --- Take your temperature. Record what the thermometer reads _____.

Step 5 --- Read the following medicine labels to the teacher.

A. _____
B. _____
C. _____
D. _____
E. _____
F. _____
G. _____
H. _____
I. _____
J. _____

Source: Tri-District Training Program, Carrebec High School, North Anson, Maine.

ENTRY LEVEL SKILLS CRITERIA PROJECT

Student Behavior Rating Form

_____
Student's Name

TO THE TEACHER: Please evaluate this student on the following qualities by placing a check mark opposite the statement which most nearly describe the student's characteristics. This evaluation will help the Lake AVTS staff place the student in an appropriate training program. If you wish to discuss any item on this student please call the evaluator at 314-346-4260.

1. QUALITY OF WORK
   - Over 50% of work is unacceptable ( )
   - 25-50% of work is unacceptable ( )
   - Less than 25% of work is acceptable ( )
   - Work usually meets minimum standards ( )
   - Work is of good quality ( )

2. QUANTITY OF WORK
   - Wastes time ( )
   - Production below staff expectations ( )
   - Meets minimum standards ( )
   - Produces more than required ( )
   - Very high output ( )

3. INITIATIVE
   - Needs constant reminding ( )
   - Works on his/her own but needs frequent checks ( )
   - Needs average supervision ( )
   - Applies self to task ( )
   - Looks for things to do ( )

4. PERSISTENCE
   - Works with difficulty ( )
   - Stays on tasks but easily distracted & loses interest ( )
   - Needs average supervision ( )
   - Diligent to most tasks ( )
   - Persistent regardless of circumstances ( )

5. ATTITUDE
   - Antagonistic to tasks ( )
   - Avoids tasks ( )
   - Performs tasks without enthusiasm ( )
   - Shows enthusiasm for some tasks ( )
   - Usually enthusiastic for tasks ( )

6. APPEARANCE: DRESS AND GROOMING
   - Not suitable to tasks ( )
   - Seldom suitable ( )
   - Moderately suitable ( )
   - Usually suitable to task ( )
   - Always suitable ( )

7. ATTENDANCE
   - Absent 5-6 days per month ( )
   - Absent 3-4 days per month ( )
   - Absent ½ day per month ( )
   - Absent 1 day each 60-90 days ( )
   - Absent 2-4 days per year ( )

8. ACCEPTANCE OF AUTHORITY
   - Antagonistic ( )
   - Violates rules occasionally ( )
   - Accepts but needs occasional reminder ( )
   - Knows and follows without reminder ( )
   - Follows rules consistently ( )

9. HUMAN RELATIONS WITH PEERS
   - Unable to work with peers ( )
   - Able to work with only 1-2 peers ( )
   - Usually no conflict with peers ( )
   - Effective worker in small group ( )
   - Works well in all peer groups ( )

10. COMPREHENDING TASKS
    - Does not understand directions ( )
    - Slowly catches on ( )
    - Usually understands ( )
    - Needs only brief explanations ( )
    - Grasps ideas quickly ( )

11. ABILITY TO REMEMBER INSTRUCTIONS
    - Almost never remembers ( )
    - Occasionally remembers simple instructions ( )
    - Usually remembers 1-2 steps ( )
    - Remember 3 or more steps 75% of the time ( )
    - Remembers most instructions most of time ( )

12. TEACHER OVERALL REACTION TO STUDENT
    - Not employable ( )
    - Employable in sheltered work ( )
    - Employable in some entry level jobs ( )
    - Employable at post non-technical entry level jobs ( )
    - Recommend without reservations ( )

Signature _____ Date _____

Class _____

SOURCE: Lake Area Vocational School
Camdenton, Missouri

JOB AWARENESS INTERVIEW QUESTIONNAIRE

Student Name _____ Date _____

Age _____ Grade _____

1. If you had a job, what would your boss expect of you? What kinds of things would he want you to do? _____

2. If you are working for a company, what rights do you have as an employee? _____

3. If you are working for a company, what are your responsibilities to your boss? _____

4. If you are working with other people, how should you treat them on the job? How would you try to get along with them? _____

5. If you had your choice of doing any three jobs in the world, which three jobs would you choose? _____

6. Explain a few things you would do on one of the jobs you named? _____

7. What do you need to know to be able to do the job you chose? _____

8. How would you get the training needed to do this job? _____

9. What are the working conditions on this job? _____

10. Explain what kinds of other work would be helpful in preparing you for this job. _____

11. If you get this job, could it lead to a higher paying or more advanced job? _____

*Question numbers do not indicate a preferred/required order of presentation nor do the questions exclude coverage of other related topic areas.

JOB AWARENESS SUMMARY SHEET

Student Name _____ Date _____

Staff Member _____

A. Questions to be answered:

1. What is the student's level of understanding of common employer expectations, and employee rights and responsibilities? _____

2. How accurate is the student's perception of the duties and activities involved in specific jobs? _____

3. Is the student aware of training requirements for various jobs? _____

   Working conditions? _____ Benefits? _____

   Advancement opportunities? _____

4. What are the academic skills and requirements for job/careers in which the student expressed interest? _____

5. What is the student's current level of academic skills? _____

B. Strategies for developing additional job-related knowledge:

   Structured career exploration: _____

   Extracurricular activities: _____

   Work experience: _____

   Vocational evaluation: _____

   Courses: _____

   Other: _____

C. Occupational Cluster(s) suggested (if any): _____

NEEDS INTERVIEW QUESTIONNAIRE

Student Name _____ Date _____

Age _____ Grade _____

1. Do you plan to continue your education or training beyond high school? Please explain. _____
2. Would you consider moving away from home to get the training or education you need? _____
3. After you finish high school or training, what kind of a job could you get where you presently live? _____
4. How far would you be willing to move away from home to find work? _____
5. What would be the ideal work setting for you? Would you prefer to work in the country, city, in an office, outside, etc.? _____
6. Do you have any physical limitations or problems that should be considered in choosing a career/job? _____
7. What kind of work would you like to be doing five years from now? _____
8. What kind of people do you like to work with? _____
9. Will you be able to move up to a better job? _____
10. What kinds of clothes would you like to wear to work? _____
11. How will you get to work? _____
12. How far would/could you travel to work each day? _____
13. On the job do you like to work in one place, or do you prefer to move around? _____
14. Are there things about a job that are particularly important to you? _____
15. Are there any special holidays during which you cannot work? _____

*Question numbers do not indicate a preferred/required order of presentation nor do the questions exclude coverage of other related topic areas.

NEEDS SUMMARY SHEET

Student Name _____ Date _____

Staff Member _____

A. Questions to be answered:

1. What are the student's concerns about employment? (e.g., location, pay, advancement)

   Immediate: _____

   Long-term: _____

2. What, if any, postsecondary training are the student and parents considering? _____

   _____

3. How far is the student willing to travel for work/training? _____

4. Unique cultural variables to consider: _____

5. Special needs or job modifications necessary: _____

   _____

B. Strategies for more in-depth needs assessment:

   Parent/teacher consultation: _____

   Vocational evaluation: _____

   Community agency: _____

   Other: _____

C. Occupational Cluster(s) suggested (if any): _____

   _____

SKILLS AND ABILITIES PROFILE*

Student Name _____ Date _____

Staff Member _____

The following vocational/personal profile is to provide a concise summary of student's strengths and weaknesses. It can be used for prescriptive purposes to develop plans and programs for the student based on the information obtained during the assessment.

*KEY

Assets: Student's performance or behavior should contribute to the success of training and/or work experience (job placement).

Okay–No Change: Student's performance or behavior appears to be acceptable for most training or employment situations.

Change Needed: Student's performance or behavior appears to be such that it would be minimally acceptable for some jobs, but not others. Maximum employability may not occur unless change is made.

Liabilities: Student's performance or behavior appears to be unacceptable for most training and employment situations.

Not Applicable: Student's performance is not a significant *variable in training* and/or employment success.

When considering a student for academics, training or employment, variables rated in the change needed and liabilities sections should be examined carefully in relation to the actual requirements of the situation.

This form is adapted from a form developed by
Dean A. Petersen
Scottsdale Public Schools

SKILL/ABILITY	ASSETS	OKAY–NO CHANGE	CHANGE NEEDED	LIABILITIES	NOT APPLICABLE	COMMENTS/ RECOMMENDATIONS
1. Fine Finger Dexterity						
2. Gross Manual Dexterity						
3. Bi-manual Coordination						
4. Small Tool Usage						
5. Eye-Hand Coordination						
6. Size Discrimination						
7. Physical Endurance and Stamina						

SKILL/ABILITY	ASSETS	OKAY–NO CHANGE	CHANGE NEEDED	LIABILITIES	NOT APPLICABLE	COMMENTS/ RECOMMENDATIONS
8. Upper Extremity Range of Motion						
9. Basic Control (sorting/filing/bookkeeping)						
10. Color Discrimination						
11. Form Perception						
12. Space Perception						
13. Manual Assembly Skills						
14. Eye-Hand-Foot Coordination						
15. Money Handling						
16. Measurement						
17. Numerical Ability						
18. Lifting Strength						
19.						
20.						
21.						
22.						

PSYCHOMETRIC ASSESSMENT RESULTS:

RELATED CAREER CLUSTERS AND/OR SPECIFIC OCCUPATIONS:

NOTE: This form provides an example of a method for summarizing data about a student in a usable fashion. In certain situations and/or environments language modifications and additions/ deletions might be necessary.

SKILLS AND ABILITIES SUMMARY SHEET

Student Name _____ Date _____

Staff Member _____

A. Questions to be answered:

1. What are the student's current academic functional levels? _____

2. What skills and abilities has the student demonstrated through work experiences, hobbies, etc. . . . ? _____

3. Is information regarding the student's work skills and abilities adequate for planning purposes?

   Yes _____ No _____

4. What skills and abilities are the student's significant strengths? _____

5. What are his/her major weaknesses? _____

6. Does the student have an understanding of how his/her skills and abilities relate to the world of work? _____

7. If more information is needed, what methods can be used? _____

B. Strategies to improve/develop work skills and abilities:

Structured independent activities: _____

Extracurricular activities: _____

Work experience: _____

Courses: _____

Other: _____

C. Occupational Cluster(s) suggested: _____

_____

_____

_____

PREVOCATIONAL ASSESSMENT QUESTIONNAIRE*

Student Name _____ Rater Name _____ Date _____

On the basis of your knowledge of the student, assess him/her on the following rating scale, placing a check in the appropriate box.

X	X Applies	Inclined to X	Inter-mediate	Inclined to Y	Y Applies	Y
1. Student is quite comfortable and not anxious with supervision						Student is basically uncomfortable and anxious with supervision
2. Student usually follows thru on instructions and applies them to work						Student usually fails to follow thru on instruction
3. Student's work is done correctly and carefully						Student's work is not done correctly and carefully
4. Student recognizes work as different from school, home, or recreation						Student does not recognize work as different from school, home, or recreation
5. Student's productivity is consistently high						Student's productivity is consistently low
6. Student spends time appropriately with co-workers						Student does not spend time appropriately with co-workers
7. Student works well with others on joint tasks						Student has trouble working with others on joint tasks

X	X Applies	Inclined to X	Inter-mediate	Inclined to Y	Y Applies	Y
8. Student is appropriate in his personal relations with supervisors						Student is not appropriate in his personal relations with supervisors
9. Student accepts unpleasant tasks when assigned						Student strongly objects to unpleasant tasks
10. Student is open and clear in communicating with foreman						Student's communications with foreman are unclear
11. Student's work organization is good						Student's work organization is poor
12. Student is neat, alert, and involved						Student is sloppy, sluggish, and uninvolved

*This form adapted from Esser, Thomas J. (Ed.) *Client Rating Instruments For Use In Vocational Rehabilitation Agencies*, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI, 1975, p. 20.

WORK HABITS SUMMARY SHEET

Student Name _____ Date _____

Staff Member _____

A. Questions to be answered:

1. What behavioral characteristics does the student demonstrate that will be assets relative to his/her vocational interests? _____

2. What behavioral deficits, relative to his/her interests does the student exhibit? _____

3. Specific behavioral objectives: _____

B. Strategies for achieving objectives:

1. Counseling _____

2. Work adjustment _____

3. Other _____

INTEREST INTERVIEW QUESTIONNAIRE

Student Name _____ Date _____

Age _____ Grade _____

1. What does your father do in his job? _____

   _____ Mother? _____

   Brothers/Sisters? _____

2. Do you have any hobbies? _____

3. Which is your favorite hobby? _____

4. What kinds of jobs can you think of that are related to your favorite hobby? _____

   _____

5. What kinds of jobs/activities do you do around home? _____

   _____

6. What do you like best about school? _____

7. What are your favorite subjects? _____

8. What courses would you like to try that you haven't taken yet? _____

   _____

9. What kinds of jobs are related to the school subjects you named above? _____

   _____

10. Explain the jobs that you have held in the past. _____

    _____

11. Which was your favorite job? _____

12. What did you like most about your favorite job? _____

13. What did you like least about the same job? _____

14. What other kinds of jobs are related to the work you have done? _____

    _____

15. What other activities are important to you? Do you belong to any special clubs, church groups, or extracurricular activities? _____

_____

16. What kinds of jobs are related to these activities? _____

17. Of all the jobs you have thought about doing, which job would you like to do most? _____

_____

18. Which school courses might be helpful in preparing you for the jobs you like most? _____

_____

19. What kind of training is required for the job that you would like to do after finishing high school? _____

*The numbered questions above in no way represent a desired order of presentation nor do they presume coverage of all relevant topic/content areas.

INTEREST SUMMARY SHEET

Student Name _____ Date _____

Staff Member _____

A. Questions to be answered:

1. Does the student express realistic, well-developed career goals? (check one)

   _____ No _____ Yes, student's goals are: _____

   _____

2. What are the student's vocational likes and dislikes?* Expressed: _____

   _____ Manifested (observed): _____

   Tested (instrument used _____): _____

3. What are the student's hobbies? _____

4. Work experience to date (paid or volunteer):

Position	Duration	Likes	Dislikes

B. Strategies for further development of interests/goals:

Vocational classes _____

Vocational evaluation _____

Work experience program _____

Other _____

C. Occupational Cluster(s) suggested: _____

_____

*In general, more credence should be placed on expressed and manifested interests than on tested interests.

JOB SURVIVAL SKILLS
CRITERION CHECK LIST

Developed by Glendale Union High School District

COMPETENCIES	NOT DONE AT ALL	DONE WELL	MODIFICATIONS NEEDED	COMMENTS
Area: Knowledge of Getting a Job				
A. Job Services				
1. Department of Economic Security				
2. Employment Offices				
3. Knowledge of possible employment in area				
4. Reading the Want Ads				
a. locating ad in paper				
b. selecting suitable ad				
c. interprets job vocabulary				
B. Making Initial Contact				
1. Uses telephone correctly				
2. Can locate job site				
3. Introduces self properly				
4. Contacts personnel manager				
C. Job Applications				
1. Has social security card				
2. Has pen available				
3. Knows references				
4. Knows how to fill in properly				
5. Knows address and telephone number				
6. Knows how to fill in W4 form				
7. Understands vocabulary				
8. Writes neatly				
D. Job Interview				
1. Proper dress				
2. Proper grooming				
3. Knows how to present self				
a. good eye contact				
b. good posture				
c. speaks clearly				
d. proper manners				

COMPETENCIES	NOT DONE AT ALL	DONE WELL	MODIFICATIONS NEEDED	COMMENTS
E. Job Requirements				
1. Aware of skills required				
2. Aware of own strengths				
3. Aware of own weaknesses				
4. Has work experience				
F. Aware of Resources for Assistance				
1. D.V.R.				
2. Area School Skill Center				
3. Goodwill Industries				
4. ASU Job Service				
5. CETA - META				
6. Coop Programs in High School				
Area: Job Survival Skills				
A. Attendance–calls into work when absent or late				
B. On time				
C. Starts work immediately				
D. Check in procedures				
E. Proper use of time on job				
F. Time and length of breaks according to rules				
G. Time and length of lunch according to rules				
H. Knowledge of what to do on job (use of telephone)				
I. Follows directions				
J. Completes assigned job				
K. Knows how to deal with interruptions				
L. Knows where facilities are–parking, eating areas, restrooms				
M. Understands company rules and policies–reads company handbooks				

COMPETENCIES	NOT DONE AT ALL	DONE WELL	MODIFICATIONS NEEDED	COMMENTS
Area: Interpersonal Relations				
Self-Control				
A. Temper				
B. Physical				
C. Verbal				
D. Shows respect to employer and co-workers				
E. Accepts criticism				
F. Can express feelings and needs				
G. Manners				
1. Proper eating habits				
2. Common politeness and courtesies (e.g, thank you, please, excuse me)				
H. Job related social obligations				
1. Thank you notes				
2. R.S.V.P.				
Area: Grooming, Clothing, Hygiene, and Health Habits				
A. Clothing: Care and Selection				
1. Chooses appropriate clothing				
a. for build				
b. for style				
c. for occasion				
d. for age				
2. Neat, clean clothing each day				
3. Maintains clothing well				
4. Appropriate footwear				
5. Clean, well-kept footwear				
B. Health Habits				
1. Proper weight for height and build				
2. Skin clear				
3. Hair healthy				
4. Has basic nutritional knowledge				

COMPETENCIES	NOT DONE AT ALL	DONE WELL	MODIFICATIONS NEEDED	COMMENTS
5. Gets daily exercise				
6. Posture good				
7. Suitable walking gait				
8. No unusual body movements				
9. No nervous habits				
C. Hygiene and Grooming				
1. Brushes teeth daily				
2. Keeps hands clean				
3. Always washes hands before meals				
4. Takes daily shower or bath				
5. Uses deodorant daily				
6. Shaves regularly				
7. Clean, trimmed nails on fingers and toes				
8. Makeup appropriate and fresh				
9. Hair care:				
a. cut or styled appropriately				
b. washed as needed				
c. kept neatly combed				
d. combed in private				
Area: Decision-Making Skills and Money Management				
A. Can state personal goals				
B. Knows consequences of actions				
C. Is responsible for own actions				
D. Can prepare and maintain a budget				
E. Can explain payroll deductions				
F. Can keep financial records				
Area: Work Ethics				
A. Honesty shown				
1. To employer				
2. With other employees				
3. Knows consequences of stealing				
a. taking items home				
b. using items at work (food, comestics without buying)				

COMPETENCIES	NOT DONE AT ALL	DONE WELL	MODIFICATIONS NEEDED	COMMENTS
B. Loyalty				
1. Respects employer's business				
a. calling in only when necessary				
b. aware of and follows company policies				
C. Communicating work-related problems				
1. How to complain				
2. Who to complain to				
D. Functioning to fullest capacity				
1. Consequences of use of alcohol, drugs				
E. Knows rules				
1. Ability to follow rules (i.e., gum chewing, smoking, uniform clean and complete)				
Area: Transportation				
A. Obtains a valid driver's license				
B. Able to maintain vehicle				
1. Gas				
2. Oil				
3. Tires				
4. Water				
5. Battery				
C. Knows different sources of transportation available				
1. Dial-a-Ride				
2. Car pool				
3. Walk				
4. Bicycle				
5. Bus (obtain schedule)				
6. Taxi				
7. Hitchhiking (dangers of)				
8. Motorcycle				
D. Parking				
1. Designated spot for your job				
2. General rules				

DAILY LIVING SKILLS SUMMARY SHEET

_____ _____
Student Name Date

_____
Staff Member

A. Questions to be answered:

1. Identify deficits in the area of personal care:

Grooming: _____

Hygiene: _____

Nutrition: _____

Other: _____

2. Deficits in area of home/life management:

Money management: _____

Civic responsibilities: _____

Housekeeping: _____

Others: _____

3. What is the student's functional level regarding job readiness skills?

Job seeking skills: _____

Transportation use: _____

Other: _____

B. Strategies to improve daily living skills:

Classroom instruction: _____

Individual counseling: _____

Referral to community agency: _____

Family involvement: _____

Other: _____

PARENT INTERVIEW GUIDE

A. Present Status
   1. Age
   2. Sex
   3. Grade/Class/Last year's teacher's name

B. Physical Appearance and History
   1. General impression child makes
   2. Obvious physical strengths and limitations
   3. General mannerisms, appearance, etc.

C. Educational Status
   1. Present school achievement/Kind of Work, Samples of work
   2. Promotions, accelerations, retardations/Causes
   3. Relations with individual teachers, present and past
   4. Books and materials used in last educational setting
   5. Tests, individual or group/Types of measures used

D. Personal Traits
   1. Personality—general statement
   2. Attitudes toward home, friends, self, family, other students, school
   3. Hobbies, play life, leisure-time activities
   4. Educational and vocational goals
   5. Marked likes and dislikes—foods, toys, TV programs, activities

E. Home and Family
   1. Individuals in the home
   2. Socioeconomic level
   3. Relations with home—favorite brothers/sisters, parent/other relative
   4. Regular chores, pets, etc.
   5. Home cooperation
   6. Record at social agencies

F. Work Experience
   1. Part-time jobs (summer, after school)
   2. Attitude toward work, etc.
   3. Career goals for child

G. Additional Information
   1. Sending school
   2. Outside agencies
   3. Private sources, doctor, mental health center, etc. (need release forms)
   4. Health information

Source: Adapted from *Communication with Parents of Exceptional Children*, Second Edition, Roger L. Kroth, Love Publishing Company, 1985, pg. 69.

VOCATIONAL ASSESSMENT SUMMARY

Confidential Information

Student's Name _____ Age ____ Sex ____ Birthday _____ Home School _____ Grade ____

Parent(s) Name _____ Address _____ Phone _____

I. GOALS

A. Goals/Interests for after high school Graduation

1. _____
2. _____
3. _____

B. Vo-Tech Training Interests

1st choice _____

2nd choice _____

C. Parent comments _____

_____

D. Attach copies of student's 4-year plan and transcript

II. BACKGROUND/READINESS

A. Attitude/Work Habits (Attach checklist)

__Well-developed __Fair __Needs Improvement

B. Attendance: Number of days missed:

This year ____ Last year ____

C. Previous courses related to desired vocational program: _____

_____

D. Entry Level Skills (Attach checklist)

____ adequate ____ lacking in some areas

E. Past Employment Experience

	Employer	Job Duties
1.		
2.		
3.		

III. RECENT TEST DATA

A. Intelligence

WISC-R Date ____ Other

Verbal -

Performance -

Full Scale -

B. Achievement

Test ____ Date ____

Reading -

Math -

Written Language -

Spelling -

C. Aptitude (Aptitude tests, observations)

ASVAB Date ____ GATB Date ____

D. Interest Inventory

Inventory Used:

Area of Interest:

E. Preferred Learning Style (C.I.T.E.)

___ Auditory ___ Visual ___ Combination

IV. SPECIAL LEARNING NEEDS

A. Diagnostic category _____

B. Areas of Strength

1.
2.
3.
4.
5.

C. Areas of Weakness

1.
2.
3.
4.
5.

D. Health Considerations

E. Special Adjustments Needed

(Use checklist on back)

V. RESOURCE INFORMATION

A. Special Services Teacher

B. Date of last IEP Review _____

Attach a copy of the student's current IEP to this form.

SOURCE: Jean Kuttenkuler, VRE, Lex La-Ray AVTS, 2323 High School Drive, Lexington, MO 64067

APPENDIX C

SPECIAL ADJUSTMENTS RECOMMENDED

_____ Notification of resource teacher concerning:

- _____ Reading assignments
- _____ Written assignments
- _____ Math assignments
- _____ Tests

_____ Supplemental study guides/handouts

_____ Assistance with note-taking skills

_____ Use of calculator for tasks involving computation

_____ Sit near front of classroom

_____ Tests read to student

_____ Additional time allowed to complete tests

_____ Adjusted course curriculum

_____ Pass/Fail grading

_____ Use of behavior contracts/rating cards

_____ Career counseling

_____ Monthly progress reports with VRE

Other (please be sure to note any health related adjustments needed.)

_____

_____

_____

_____

APPENDIX D

Resources

Missouri Department of Elementary
and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-3502 - Special Education
(314) 751-6480 - Vocational &
Adult Education
(314) 751-3251 - Vocational Rehabilitation

Missouri LINC
University of Missouri-Columbia
609 Maryland
Columbia, MO 65211
(800) 392-0533 (in Missouri only)
(314) 882-2733

Missouri School for the Blind
3815 Magnolia Avenue
St. Louis, MO 63110
(314) 776-4320

Missouri School for the Deaf
Fulton, MO 65251
(314) 642-3301

Vocational Evaluation Centers (Secondary)

Boonslick Area Vocational School
Ashley Road
Boonville, MO 65233
(816) 882-5306

Camdenton Area Vocational School
Camdenton, MO 65020
(314) 346-4260

Columbia Area Career Center
4203 S. Providence Road
Columbia, MO 65203
(314) 449-2693

Ferguson-Florissant School District
655 January Avenue
Ferguson, MO 63135
(314) 595-2116

Hannibal Area Vocational School
4500 McMasters Avenue
Hannibal, MO 63401
(314) 221-4430

Kansas City Public Schools
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

Kirksville Area Vocational School
1103 S. Cottage Grove
Kirksville, MO 63501
(816) 665-2865

Lincoln University
Jefferson City, MO 65101
(314) 751-2325

Marshall Area Vocational School
900 W. Vest
Marshall, MO 65340
(816) 886-6958

Pike-Lincoln Area School
Box 38
Eolia, MO 63344
(314) 485-2900

Normandy School District
7837 Natural Bridge Road
St. Louis, MO 63121
(314) 679-7762

Hillyard Technical School
36th and Faraon Streets
St. Joseph, MO 64506
(816) 232-5459

O'Fallon Technical School
St. Louis City School District
5101 McRee Avenue
St. Louis, MO 63110
(314) 776-2213

Special School District of
St. Louis County
12110 Clayton Road
Town & Country, MO 63131
(314) 569-8100

Graff Vocational Technical School
815 N. Sherman
Springfield, MO 65802
(417) 864-3681

University City Sr. High School
7401 Balson Avenue
University City, MO 63124
(314) 774-6106

Waynesville Area Vocational School
Waynesville, MO 65583
(314) 774-6106

Vocational Evaluation Centers (Postsecondary)

Longview Community College
500 Longview Road
Lee's Summit, MO 64063
(816) 763-7777

Mineral Area College
Flat River, MO 63601
(314) 431-4593

Moberly Junior College
College and Rollins Streets
Moberly, MO 65270
(816) 263-4110

Penn Valley Community College
3201 Southwest Trafficway
Kansas City, MO 64111
(816) 932-7600

Pioneer Community College
560 Westport Road
Kansas City, MO 64111
(816) 753-4949

St. Louis Community College
at Forest Park
5600 Oakland Avenue
St. Louis, MO 63110
(314) 644-9249

St. Louis Community College
at Florissant Valley
3400 Pershall Road
Ferguson, MO 63135
(314) 595-4530

St. Louis Community College
at Meramec
11333 Big Bend Blvd.
St. Louis, MO 63122
(314) 966-7575

Other Resources

Helping Hand of Goodwill
1817 Campbell
Kansas City, MO 64108
(816) 842-7425

Jewish Vocational Service
1608 Baltimore
Kansas City, MO 64108
(816) 471-2808

Missouri Goodwill Industries
4140 Forest Park Boulevard
St. Louis, MO 63108
(314) 371-6320

Rehabilitation Institute
3011 Baltimore
Kansas City, MO 64011
(816) 756-2250